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ABSTRACT

This report begins by briefly reviewing actions that have been taken since the idea of an Open University in Tanzania was first proposed in the late 1970s. The main body of the report begins with a discussion of the role of media technology in an open university with emphasis on delivery and support systems. The current situation in Tanzania is then described in the context of the learning environment for distance education students; communications technology (postal services, radio and television, and telecommunications services); and media production and usage (Radio Tanzania, Tanzanian Film Corporation, the National Correspondence Institution, the Tanzanian Library Service, the University of Dar Es Salaam, and the Audio Visual Institute). Six recommendations are then presented for the areas of media materials (text-based materials, student study guides, audiocassette tapes, videocassette tapes, and experimental or project kits), training the trainers, the home study environment, basic and more comprehensive study centers, and media production. Extensive appendices include a questionnaire sent out by the Open University Planning Committee soliciting opinions on the Open University; a summary of the opinions obtained from visits to 24 of the 25 regions in Tanzania; a report on communications in Tanzania; a list of courses available through the National Correspondence Institution, Dar Es Salaam; and preliminary costs for media facilities at the proposed Open University. (ALF)

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THE COMMONWEALTH *of* LEARNING

THE ROLE OF MEDIA TECHNOLOGY WITHIN THE PROPOSED OPEN UNIVERSITY OF TANZANIA

A report prepared at the request of
The Commonwealth of Learning
for the Planning Committee of the Proposed
Open University of Tanzania

by

ALAN K. CUTTING

Head, Educational Technology Centre,
City Polytechnic of Hong Kong

December 1989

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Consultant Report

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INTRODUCTION AND BACKGROUND

The idea of an Open University in Tanzania is not a new one. In the late 1970's it was proposed that the University of Dar Es Salaam should offer courses utilizing distance education methods to give study opportunities to those unable, for one reason or another, to attend courses on a full-time or part-time basis on campus.[1]

Much discussion and debate has ensued since that time. Reports have been written, studies undertaken and various opinions aired. But it was not until September 1988 that concrete action was taken. Ndugu N. H. Kuhanga, a former Minister for National Education and Vice-Chancellor of the University of Dar Es Salaam, was invited to Chair a Planning Committee charged with producing a proposal for consideration by the Government to establish an Open University of Tanzania. The Committee first met in November 1988. With the exception of the Chairman, all other members have worked on a part-time basis only, although it is fair to say that both the Secretary and Assistant Secretary contribute a very considerable portion of their working time to the project. In addition, some full-time staff support in the form of an Administrative Officer, a typist and a general assistant has been supplied.

Office space has been allocated in the building occupied by the National Correspondence Institution. It is spartan in nature, with only minimal furniture and equipment and no air-conditioning. One typewriter, a stencil duplicator and some old desks and chairs are all that are provided. There is one telephone line available, but the service is not always reliable. For other support, the facilities of the Ministry of Education, some distance across town, are used.

One of the initial steps taken by the Committee was to circulate a wide variety of business, educational, political, governmental and community groups with a prepared questionnaire seeking opinions and views about aspects of the proposed Open University. This was followed up by visits by members of the Committee to 24 of the 25 administrative regions[2] of Tanzania, where extensive discussions and interviews were held with recipients of the questionnaire, as well as other parties.

This whole consultation project was conducted very thoroughly and professionally. The reports compiled are extremely comprehensive and refreshingly honest, clearly indicating the wide diversity of opinions held about the whole concept of an Open University in Tanzania.

A copy of the actual questionnaire, together with an edited summary of the responses and a selection of the opinions obtained from the regional visits

1. Refer to Appendix 8, Extract from the Report of the Anglo-Tanzanian Study Team, 1979
2. Refer to Map of Tanzania, Appendix 1

are included as Appendices 4, 5 and 6 to this Report.

Selected members of the Planning Committee also visited other countries during the period February - October 1989 to study methods used in their distance learning institutions. Countries visited included the United Kingdom, Canada, Australia, India, Pakistan, China and the USSR. Reports were written on each visit.

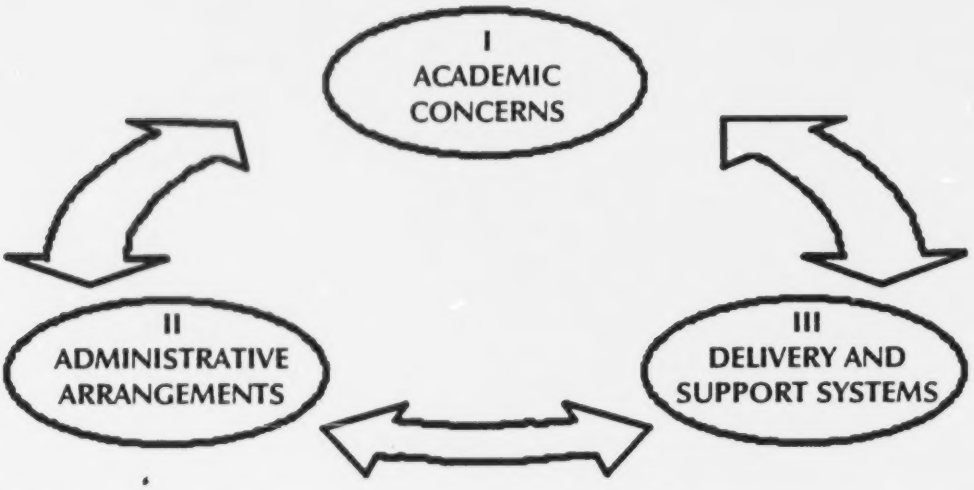
The whole Committee, along with some co-opted members[3] met again from 21-30 November 1989 at the Mbagala Spiritual Centre, just outside Dar Es Salaam, during which time they prepared a final draft report. This, after editing, will be presented to the Government of Tanzania for consideration in early 1990.

The Commonwealth of Learning, based in Vancouver, Canada, was also asked to assist the Committee by providing two specialist consultants, one in media technology and a second in distance education generally. The Terms of Reference for the media production/technology post are set out in Appendix 2, and this Report is a response to that request.

3. The original Committee of 12, plus 3 co-opted members, plus the Secretariat of 2, and 7 others included for the final report writing, making a total of 24.

THE ROLE OF MEDIA TECHNOLOGY IN AN OPEN UNIVERSITY

A successful distance education operation depends on a close working relationship and understanding between three sectors. This may be represented diagramatically as:



This Report will concentrate principally on III, the delivery and support systems.

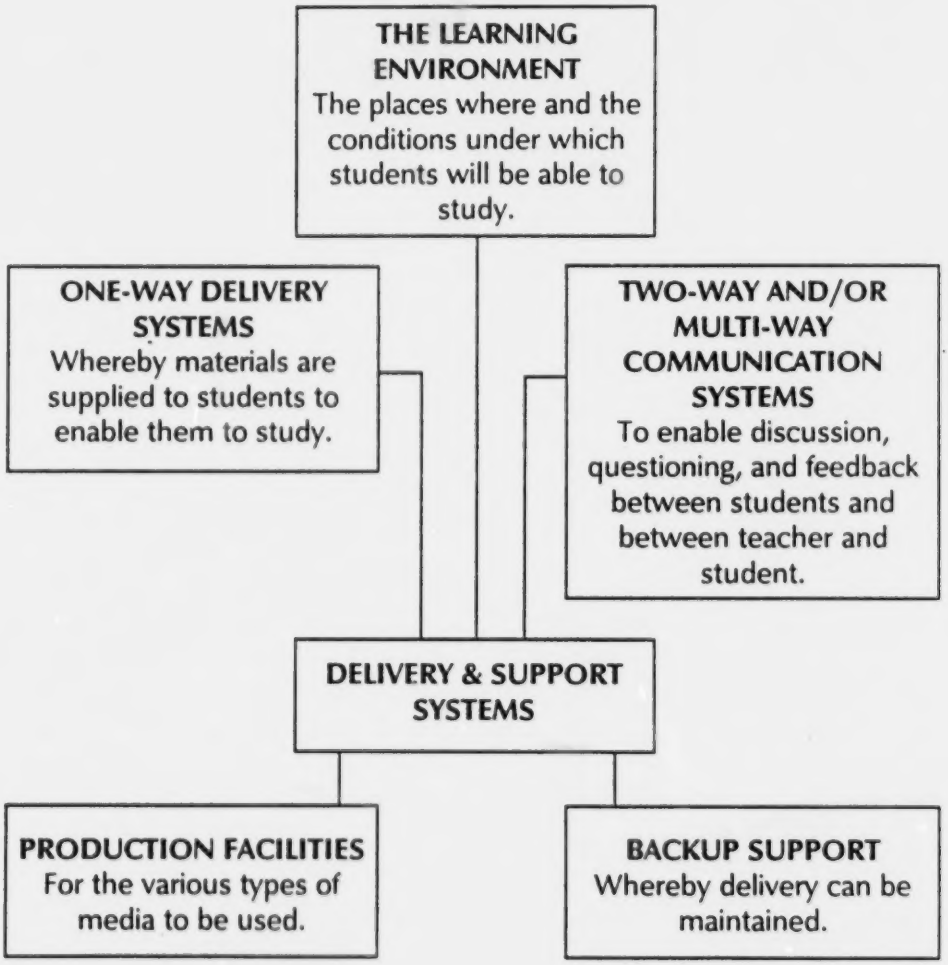
We live in a world where technology is changing and developing at a rate probably never before experienced by man. Most of these changes are initiated in developed countries, and are largely the result of the needs and desires of the business and commercial interests in those countries to advance rapidly and make more money. Education, sadly, frequently is forced to follow in the wake of such developments. But in doing so, however, it is often possible to learn from the mistakes of others and to take the time to evaluate carefully the potential to the world of education that new technologies might have.

Some are already well-tried and proven. The ability of television or video cassettes as a means of taking real-life situations to the learner and adding immensely to the educational experience is without doubt. The emergence of computer technology to assist with many of the routine tasks of administration, course writing, record-keeping and the like is almost universally taken for granted. And, educationally speaking, the need for effective

teacher-student communication, using whatever technologies might be available, is considered essential.

In addition, the modern educator should be continually monitoring developments in all areas of technology, and be ready to implement them as and when they become viable options. In this respect, we should be looking very carefully at such things as optical disc storage, interactive video, fibre optics links and satellite communications, to mention just a few. There is no doubt that in the not too distant future some of these will find a place in the world of Universities and Open Learning.

In looking at the general area of delivery and support systems, it is useful to consider a further diagramatic breakdown. In the following sections of this Report, we will discuss these in more detail.


THE LEARNING ENVIRONMENT
The places where and the conditions under which students will be able to study.
ONE-WAY DELIVERY SYSTEMS
Whereby materials are supplied to students to enable them to study.
TWO-WAY AND/OR MULTI-WAY COMMUNICATION SYSTEMS
To enable discussion, questioning, and feedback between students and between teacher and student.
DELIVERY & SUPPORT SYSTEMS
PRODUCTION FACILITIES
For the various types of media to be used.
BACKUP SUPPORT
Whereby delivery can be maintained.

THE LEARNING ENVIRONMENT

Tanzania is a country which is still undergoing extensive national development. There is a very clear need for training at all levels in order for the country's full potential to be realized. Many of the things that are taken for granted in other more developed countries simply do not exist, or where they do are subject to periodic breakdowns and inordinately long repair times. For example:

* radio coverage is still not 100% of the country, and in many places the reception is limited to morning and evening hours only
* there is no television on the mainland
* electricity supplies are available only in the major towns, and even then they are liable to fail at any time
* there is not a regular nor time-reliable postal service

These and other factors do not make for an ideal learning environment for the student who is studying at home. However, they are a reality, and in planning for a distance learning institution it would be foolish to ignore them or try to pretend that they might suddenly improve or even disappear altogether.

Therefore if we presume that an "Open University" in the widest sense of the term is to be planned for, then we should assume that

* many potential students would not have an electricity supply in their home
* nor would they have a telephone
* nor would they have a television set
* their radio reception might not be dependable
* they would not have a regular postal service, although mail would probably reach them eventually
* they may be some distance from a study centre or library

Furthermore, we could reasonably assume that if a network of study centres was established, and this would seem to be an absolute requirement for any Open University in Tanzania, that

* such centres would probably have electricity, at least for a portion of the time
* they would get reasonable radio reception, particularly in the evening
* they would have telephone links to the central University campus
* they would not have technical expertise available to solve on-the-spot problems with media equipment

Finally under this heading we should mention residential school locations. Several schools, colleges and other educational establishments have already indicated their willingness to make their existing facilities available for this type of activity. It is likely that these places would already have the basic services required to conduct science experiments and the like. To upgrade them to a standard suitable for 1st or even 2nd year University level work would seem a reasonable proposition, but for more advanced laboratory-based subjects it will be necessary to bring students to a major centre, such as Dar Es Salaam, where arrangements should be made, possibly with the University of Dar Es Salaam, for this work to be done.

COMMUNICATIONS TECHNOLOGY IN TANZANIA

Members of the Open University Planning Committee have prepared an excellent paper dealing with communication services in Tanzania, which is reproduced (slightly edited to maintain consistency) as Appendix 9 to this Report. It hinges principally on those services provided through the Posts and Telecommunications Corporation. This corporation, a so-called parastatal body, is responsible for:

* postal services, including all mail and parcel deliveries, and
* telecommunication services, including telephone, telex, and the various cable and microwave links used by Radio Tanzania to distribute its programmes to remote transmitters

In all probability it will also play an important role in distributing television signals throughout the country if and when a national television system is introduced.

Postal Services

As will be seen from the paper, the postal system as it presently exists is slow and at times unreliable. It can take up to two weeks for surface mail to get from Dar Es Salaam to some towns, and presumably even longer to get to remote villages. One factor affecting these deliveries is that, unlike many other countries, the mail service is not of the door-to-door type. Everything is sent initially to a Post Office Box at a nearby Post Office. From here, a notifying slip is sent to the addressee who must then travel to the Post Office to collect the letter or parcel. This may add days to the delivery time.

The Open University will, in all probability, have to depend on this service. But with careful advanced planning and with proper back-up support these delays should not be a major problem. It will simply mean that materials will have to be dispatched early enough to reach the intended destination, and that extra copies of all materials will need to be retained and made available through the study centre network. In the event that a student does not receive materials, then they would contact the centre to request a replacement set.

Of more concern is the use of the postal service for two-way communication between student and tutor. The importance of immediate, or at least rapid, feedback to a student who is clearly struggling with a topic or concept cannot

be overlooked. To wait a month or more while an assignment is sent, graded, and then returned is most unsatisfactory. Other forms of two-way communication must be considered for these situations.

Radio and Television

There is a widely held view that broadcast television and radio hold the key to the success of the planned Open University. In responses to the questionnaire sent out and interviews throughout the country this was quite apparent.[4]

Certainly one cannot dispute the general overall educational benefits that can be obtained from radio and television. Listeners and viewers are very easily influenced and persuaded by things they hear and see through well-prepared broadcast programmes. The sense of immediacy and urgency associated with such things as live news and sporting events is very real and illustrates the powerful nature of these media.

But in the use of broadcast materials for University courses, one must seriously question the need for this immediacy. (In reality, of course, most directly broadcast educational materials are pre-recorded well in advance anyway.) Indeed, there is a very strong argument for not using radio and television broadcasts, but rather to rely on cassette tapes, both audio and video, as the instructional medium, where such media are appropriate.[5]

The obvious advantages of tapes are that they can be viewed at times which are most convenient to the learners, and that all or portions of them can be reviewed for better understanding and reinforcement as often as necessary. Also, of course, it means that on-air time can be devoted to more general programming that will be of wider audience appeal. This applies particularly to the timing of broadcasts that would best suit Open University students, namely the period between 4.30 and 10.00pm. The potential for day-time educational school broadcasts would still be there.

The problem that arises with multiple-copy tape distribution of the type implied here is that of copyright. It is fine for materials that are produced from within the institution itself, but for those obtained from elsewhere, and this is likely to be the case with most videotapes, some agreement with the copyright owner would need to be negotiated.

Telecommunication Services

The Posts and Telecommunications Corporation is currently working on a 5-year Development Plan to expand the existing telephone networks into the more remote parts of the country, as well as to increase the capacity of

4. Refer to Appendices 5, 6 and 7.
5. In a survey of 306 Commonwealth Institutions offering distance learning courses carried out in 1988, only 9% indicated use of broadcast TV and 14% radio, whereas 53% were using audio tapes and 38% video cassettes. *Commonwealth Co-operation in Distance Education*, published by the Commonwealth Secretariat, London, 1988.

microwave links to major towns. Such networks will have full video capability for up to two channels.[6]

The educational uses to which such links may be put should be fully explored. Whilst it may not be a realistic goal in the immediate future to have an individual telephone link to each and every student, it would nevertheless be quite reasonable to expect that study centres could be linked to the main University campus, as well as to each other, by at least one reliable voice-quality circuit. Simple routing and peripheral equipment at each end could then enable this circuit to be used for any or all of the following:

- person-to-person conversations
- teleconferencing between a central teacher and a group or groups of students
- facsimile transmission of documents
- exchange of computer data using highly cost-effective electronic mail techniques

The Posts and Telecommunications Corporation so far allow ordinary telephone lines to carry simple conversation traffic only. They have approved some facsimile installations, but so far do not permit teleconferencing or data transmissions. As is usual with such authorities, they are concerned about disruptions and problems that might arise if non-standard, poor quality signals are sent down the lines. However, given the high degree of sophistication that now has been reached in the design of equipment, and the now extensive experiences of other countries, it is hoped that permission for data transmission and teleconferencing would be quickly given.

Educational authorities should endeavour to ensure that the cost to the Open University for the use of this highly valuable facility should be kept to an absolute minimum.[7] There is no doubt that such channels of communication can help overcome many of the problems caused by slow postal services. From an educational point of view, the value of such a link can also be a great help in improving student-staff relationships, alleviating student stress in times when help is required, and in enhancing administrative efficiency within the University system as a whole.

Indeed, there is a strong case for giving the Open University free access to such telephone links. An enlightened Government which wishes to demonstrate its commitment to innovative education could well consider this option.

6. In an interview with F.C. Kasambala, Director-General of the Posts and Telecommunications Corporation, he said that it was, in fact, a 7-year plan, and it was so far behind schedule that it could no longer be considered feasible. He also said that the video links were of great interest to him, and that as Chairman of the Government Task Force for TV in Mainland Tanzania, he was recommending that these be fully operational by the year 2000.

MEDIA PRODUCTION AND USAGE IN TANZANIA

Media production facilities in Tanzania are many and varied. There are print shops, graphic design studios, audio studios and film and video production houses scattered throughout the country, but mostly centred around Dar Es Salaam. Many have been set up with educational production in mind. Others have aimed at a more "professional" market, e.g. commercial film and television or record production. In many instances, the facility has been initially funded by overseas aid. Just about every one of them, from TVZ in Zanzibar right down to a simple stencil duplicator in some departmental office in Dar Es Salaam, is faced with the same problems, namely:

* lack of skilled manpower to use the facility effectively
* broken-down or worn-out equipment
* non-availability of spare parts or technical support
* lack of access to overseas funds to purchase spare parts, even if faults are identified

The sentiments expressed by the Anglo-Tanzanian Study Team on Educational Media, in 1979, are as valid today as they were then.

"The Study Team had the opportunity to visit a number of what may be termed 'self-reliant' (audio) studios, at various stages of development. The studios had a common characteristic: longstanding technical problems linked with a lack of adequate servicing facilities." [8]

"In the last 5 years, it (the Directorate of Adult Education) has distributed in the 20 regions 5779 radios, 5000 cassette machines and 716 tape recorders. But, as the source of such a volume of technical units, the Directorate might be expected to have reasonable access to, and command of, technical maintenance facilities. However, it has none, and is another illustration of the need for a formal servicing network to support the considerable investment already made in the reception side of educational broadcasting." [8]

"There are urgent requirements for the training of print operators, typesetters and service engineers . . . " [8]

"Many of the presses are very exposed to failure through lack of spare parts - and this is mainly due to import controls. National policies need to be reconsidered to ensure that key spares can be made available." [8]

7. In Hong Kong a cable TV network is presently being installed. The Government has insisted that the first channel of every 10 be made available at no cost for Government programming purposes, mostly educational in nature.
8. "Educational Media - Their Role in Development - a Report by an Anglo-Tanzanian Study Team, 1979", published by the British Council, London, 1979.

"In a country where there is no broadcast TV service, there is inevitably almost no reservoir of trained or skilled technicians able to service and repair any kind of electronic video equipment." [8]

However, given proper staff training, back-up support, and good working conditions, there is no real reason why media production could not be carried out professionally and efficiently.[9] But in order to realistically achieve this, there will have to be major changes in Government policy with regard to import of equipment and spare parts, and in the use and expenditure of funds allocated for such production activities. In the past it seems that despite the insertion of quite substantial amounts of overseas aid in terms of equipment, manpower and training, there has been little or no on-going support. What support is given is frustrated by unbelievably complicated procedures within Government in regard to the acquisition and purchasing of even the smallest items.[10]

Radio Tanzania

It is claimed that within the next four years, 87% of Tanzania will be able to receive reliable radio signals from Radio Tanzania[11], through its network of booster and relay stations. In reality the figure is likely to be considerably less than that. Evidence shows that the existing transmitters, most of which are more than 10 years old, are running at less than 50% of their rated power capacity. They were originally supplied by Britain and China, and apparently spare parts, particularly for the Chinese equipment, are no longer obtainable. The net result is that in April 1989 one of the two internal radio networks was closed down, and only one, a combination of national and commercial programming is now operational. A statement made at the time indicated that this would be a temporary measure for 3 months, until new Swiss equipment had been purchased and installed. This has not yet happened.

There does, however, seem to be no shortage of locally produced programme materials, many of which are educational in nature - both school broadcasts and more general adult education items such as rural and agricultural reports, health programmes, etc. New studio equipment from Japan is currently being installed to replace aging Swedish equipment dating from the mid-1960's.

Tanzanian Film Corporation

This commercially-based parastatal organization is charged with the responsibility for production and distribution of all commercial films and recordings made in Tanzania. Its facilities are very limited and its laboratory work and post-camera production work are done outside the country.

8. "Educational Media - Their Role in Development - a Report by an Anglo-Tanzanian Study Team, 1979", published by the British Council, London, 1979.
9. In the arcade of the Kilimanjaro Hotel in Dar Es Salaam, for example, a private secretarial services company operates an office providing quality copying, binding, reduction, fax and other services in an impressively professional manner.

The Corporation works mainly with 16mm and 35mm movie film formats and most of their work is aimed at the feature entertainment market. Some documentary work is done on occasion. They also have some very simple video facilities of a non-broadcast nature.

A new factory/studio was built in the early 1980's for the pressing of 7" 45rpm and 12" LP discs, but after everything had arrived and the building was completed, a decision was taken not to proceed due to the declining record market and the increased use of cassette tapes. Current plans are to refurbish the building as a tape manufacturing plant and Government approval has been sought to do this under a joint venture operation with some overseas group. Although in principle this seems a good idea, given their present track record in the industry, they may have some difficulty in attracting an overseas partner.

The National Correspondence Institution

The National Correspondence Institution (NCI) is currently the largest producer of correspondence materials in Tanzania. Its 63,000 enrolled students study in 25 separate courses at three levels - basic, secondary and professional. There are presently plans to increase the number of professional offerings, and also to consider the award of a Diploma following satisfactory completion.[12] Due to problems of communication generally, courses are all self-paced. The NCI does give a schedule for assignment work, but this is only intended as a guide. Tutorial and counselling assistance is provided both in Dar Es Salaam and throughout the country via a network of study centres.

The only medium used is the printed word. The Institute's well-equipped printing section produces all materials in-house, with the exception of materials for blind students (of which there are quite a number) which are done on a braille printer available downtown. The head of the printing unit is an overseas-trained graphic designer, clearly a very able person who is achieving commendable results. The rest of the staff have been or are being trained locally. The main production problems hinge around failures of power and air-conditioning equipment, and the lack of supply of good quality white bleached paper. The latter is rather strange, since Tanzania has an established paper and pulp industry, and it would seem reasonable that a paper other than the "newsprint" or "butcher" type could be produced. The actual printing equipment is mostly German, and although it is now well-used, it is performing quite well. Materials are all hand-collated.

The NCI does not use any audio materials to supplement its printed notes and workbooks. A studio was included in its purpose-built complex, but was never equipped and is now used for other purposes.

10. On more than one occaission it took at least 2 hours to obtain the necessary approvals to supply diesel fuel to the vehicle being used by the Consultant to make visits. Appointments had to be postponed as a result.
11. Figure given during interview with David Waikati, Director of Radio Tanzania (Dar Es Salaam).
12. Refer to Appendix 10 for a full listing of NCI courses.

The Tanzanian Library Service

The Tanzanian Library Service (TLS) is based centrally in Dar Es Salaam and operates through some 20 regional and district libraries in various parts of the country. It is a well established and highly organized system, using up-to-date technology such as computers wherever they can. Its responsibility extends beyond the simple acquisition and distribution of books. The Service is involved in local publishing, archival collections and training programmes for library personnel throughout the country.[13] They deal exclusively in printed materials.

The TLS is very supportive of plans for an Open University in Tanzania[14] and would be more than willing to make its facilities and services available. It does, however, have reservations about using the internal postal services as a means of distributing books and materials. In their case they prefer to use their own couriers and vehicles to supply the regional libraries, since they have experienced considerable losses through regular channels.[15]

The University of Dar Es Salaam

The University of Dar Es Salaam appears to make very little use of educational media in its on-campus teaching activities, apart from conventional printed materials. They do have a long established University Press, incorporating a typesetting and printing service, which, although it uses somewhat outdated technology, is performing an adequate job.

Other sections of the University make occasional uses of other forms of media technology. There is a very old open-reel language laboratory in the Department of Foreign Languages and Linguistics.[16] Other departments are sometimes provided with items such as video cameras and recorders. These do not appear to be regularly maintained, and few, if any, are still working.

The newly created Faculty of Education does contain an Audio-Visual Centre and also offers two courses in Educational Media and Technology as part of its Post Graduate Diploma in Education.[17] The Centre is somewhat devoid of equipment and seems to concentrate on simple visual aids and model building. There is no video or computer equipment available. Their epidiascope, on the other hand, is a potential collector's item.

13. Tanzanian Library Service, *Silver Jubilee Report (1964-89)*
14. Refer to Appendix 7, Section 54.
15. Opinion expressed by E.E. Kaungamno, Director of TLS, during informal discussions.

The Audio Visual Institute

This parastatal organisation operates in a similar way to the Tanzanian Film Corporation except that their mandate is to produce films of a documentary and/or educational nature. They also house the National Film Library Collection and the National Film Archives for the whole of Tanzania.

Production at present is entirely on 16mm movie film, using equipment that is 10-15 years old. Few new items have been purchased and they are hard-pressed to keep everything in working condition. Some equipment, e.g. the in-house black and white film processing machine, has been abandoned. All laboratory work is now done outside the country.

Film output is not high - at most 1 or 2 completed projects per year. Films are made on a contracted basis, whereby the client pays for the entire production cost. The Institute, although tied very closely to Government, is not a tax-exempt body, and this makes their job very difficult.

Plans are in hand to introduce a video production section to complement their film work, but to date no donor has been forthcoming with equipment and money to enable this.

16. Which is still very operable despite its age. This is attributed to the care and attention lavished on it by a full-time technician.
17. University of Dar Es Salaam, *Prospectus 1989-90.*

RECOMMENDATIONS

These recommendations are aimed at fulfilling the terms of reference for the consultancy undertaken. Of necessity, however, some fundamental assumptions have had to made about the nature and operation of the proposed Open University of Tanzania - assumptions that in some instances may not turn out to be accurate or valid:

* It is assumed that all enrolled students will study primarily at home, using materials supplied from the University's central campus.
* It is assumed that, in addition to this central campus, a network of study centres will be established at key locations throughout the country, and that students will use these as appropriate. In some, if not all courses, it will be a requirement that students attend such a centre on a regular basis.
* It is assumed that some courses will require formal residential schools for such activities as laboratory classes, oral or seminar presentations, project work and the like.

The realities of the learning environment have also to be faced, in particular:

* Postal services to most students will be slow, but should be generally reliable.
* Students are not likely to have electricity in their home.
* Students will not have a telephone in their home.
* Study centre and residential school locations will most probably be in places where electricity and telecommunications services are available.
* Broadcast radio and television are not likely to be reliably available for direct tuition purposes in the near future.

Finally, in making these recommendations it is taken for granted that the proposed Open University would wish to operate to as high a standard of excellence as possible, and that both its course materials and the delivery systems used to implement and support the teaching programmes should be of the highest quality and at least comparable with those used in other countries.

Despite all of the obstacles that may appear to exist in Tanzania, there is no reason why this should not be the case. However, it will require a high degree of dedication and commitment on the part of the University Planners, careful selection and training of University staff, and a high degree of co-operation with other Government agencies.

18. This technique has already been successfully employed by the Open College of the University of East Asia, Macau, and also by the newly created Open Learning Institute of Hong Kong.

Media Materials

Recommendation 1:

That a wide range of media be used to present course materials to students. In particular, the following are recommended to be used as appropriate:

text-based materials
student study guides
audio cassette tapes
video cassette tapes
experimental or project kits

Note: It is also strongly recommended that course designers or design teams should thoroughly examine materials already produced and evaluated by other institutions before embarking on a major writing/production exercise. Minor modifications can often easily be made to take into account local conditions or needs.[18, 19] The Commonwealth Secretariat Study on Co-operation in Open Learning identified the wide range of courses already available. Their table 3.1, reproduced below, illustrates this very clearly.[20]

The Commonwealth of Learning will be in a position to advise and assist in this task.

Subject Area	Number of institutions offering courses	%	Rank
Economics/Business Studies	120	39	1
Mathematics	114	37	2
Science	104	34	3
Social Science	101	33	4
Arts (Excluding Languages)	86	28	5
Technology (and Engineering)	83	27	6
Languages	80	26	7
Teacher Training	76	25	8
Continuing Education	64	21	9
Computer Studies	60	20	10
Law	58	19	11
Medical & Health Sciences	48	16	12

19. The South African Extension Unit, based in Tanzania, utilises distance education materials from Wolsey Hall Metropolitan College, Oxford, for use in its Secondary Education courses. Results have been very encouraging with a better than 50% pass rate in GCSE "O-level" examinations.
20. *Commonwealth Co-operation in Open Learning*, Commonwealth Secretariat, London, 1988

Training the Trainers

Recommendation 2:

That course designers be made fully aware, through appropriate channels of professional training and development, of the modern technologies and practices available in the preparation and delivery of distance education materials.

Notes:

1. It is taken for granted that the Open University would not wish to start off its life using old and outmoded teaching technologies and methodologies.
2. Training of this type is available internationally. The Commonwealth Secretariat Study[21] has identified 85 institutions that have produced in-house staff manuals for their own use, and of these 54 have indicated that such manuals could be made available to other establishments.
3. More formal staff training courses, themselves taught by distance methods, are the Diploma in Distance Education from the South Australian College of Advanced Education and the Diploma in Correspondence Education offered through the Association of European Correspondence Schools.
4. In addition there is the annual 4-month course, "Distance Teaching for Developing Countries" jointly taught in the conventional face-to-face mode by University of London's Institute of Education and the International Extension College.
5. It may also be possible, particularly in the start-up stage of the Open University's operation, to have a team of experienced educators from various international sources come to Tanzania for a concentrated period of training.

The Home Study Environment

Recommendation 3:

That all students enrolled in Open University programmes of study should have access to:

- **an audio cassette player**
- **a study centre which they are able to reach on a regular basis at least fortnightly**

Notes:

1. It is recognized that the requirement whereby students must have access to a study centre could unnecessarily restrict enrolment from potential course candidates. But it is felt that for University studies to be at a credible level such a condition is needed.
2. Audio cassette players could, of course, be shared between neighbouring students. The important thing is that they should be readily available and working at any time.
3. To this end a certain amount of user awareness of the need to treat

21. *Commonwealth Co-operation in Open Learning*, Commonwealth Secretariat, London, 1988

equipment of this type with all reasonable care is most necessary. In particular it should be emphasized that:

* the cassette tape recorder is a delicate piece of electronic machinery;
* it should not be dropped, knocked around, or handled carelessly
* it should be stored in a clean, dry, dust-free location when not in use
* the function keys - play, stop, fast foreward, etc - should be pressed carefully and smoothly, not punched vigorously
* the heads of the recorder will need to be cleaned regularly, say every 10-12 hours of use, to keep the unit sounding well; instructions for doing this using a cotton bud and cleansing solution should be given

4. An adequate supply of dry cells should be available, possibly through the study centres network, so that students without access to electricity can still operate their cassette players. Most players will run 4-5 hours on one set of batteries, some newer ones longer. Rechargeable batteries might be worth considering if some kind of "trade-in" arrangement could be made through the study centres, where recharging could be done. But such batteries do not usually last as long as the regular dry cells, so this could be more trouble than it is worth.

The Study Centre Environment

Two types of study centres are proposed which, for the purposes of this report, are called Type A and Type B. There will undoubtedly be a need for intermediate types between the two, but as they are presented here, Type A represents an absolute minimum in study support that could be considered useful. Type B is a more highly sophisticated centre, which would make optimum use of Tanzania's telecommunications resources, coupled with state-of-the-art media technology in an effort to provide the best available environment for the distance learner. As the Open University develops, it should be an aim to make all centres into Type B, or better, ones.

Recommendation 4:

That basic Type A study centres should be established which offer support to both individual students and groups of students in remote parts of the country. In terms of media technologies and resources these centres would have:

* **a reliable supply of electricity at times when students would want to use them**
* **at least 3 student study desks for individual students to work at, adequately lit with electric light**
* **a table around which a group of at least 6-8 students might gather for a discussion or tutorial session**
* **a collection of course resource materials, including copies of all student materials and essential library books; preferably these should be kept in a secure place in the care of a custodian, and**

should only be available to enrolled students; the materials should not normally leave the centre

- **a telephone link which in addition to the normal handset has a so-called "loudspeaking" or "hands free" mode of operation**
- **at least one cassette tape recorder with an audio output of 10 watts (music power) minimum**

Notes:

1. It will be noted that video facilities are not included in the Type A centre. This is because air-conditioning has not been specified as a requirement of this type of centre. If video equipment were to be installed, then this would have to be the case. Video tapes will not work properly in over-heated or high humidity conditions.
2. Because of this the range of courses on offer to students with access only to a Type A centre may have to be limited.
3. Type A centres could be set up easily by utilizing existing buildings and facilities, e.g. schools, libraries, community centres, etc. They would continue to be used for other purposes at other times.
4. It will be important for a person to be appointed as centre custodian/ manager, and that this person have some administrative responsibilities for the centre and its activities. They should also undergo some basic training in the use, care and routine maintenance of the centre's equipment.
5. The sketch below shows an artist's impression of how such a centre might look in reality. In this case it is built into the corner of a room - possibly the classroom of a local school.

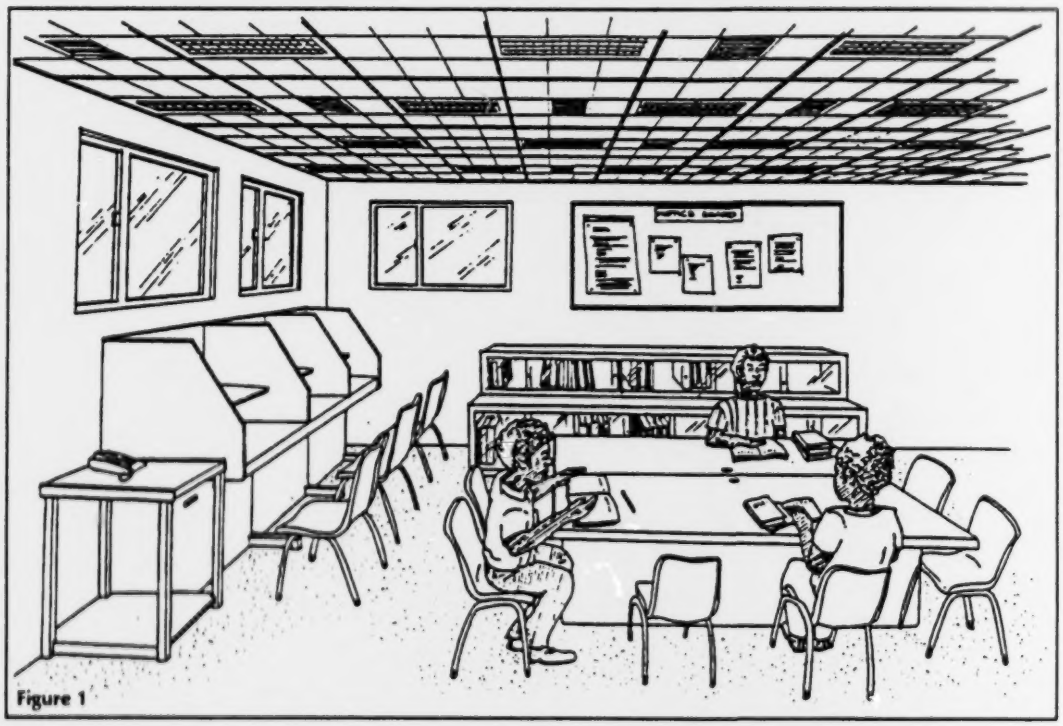


Figure 1

Recommendation 5:

That Type B study centres offering more comprehensive support to individuals and groups of students, be set up as appropriate, and that these centres have:

- **a room which is properly air-conditioned (i.e. refridgerated air-conditioning and not merely evaporative cooling) in which to house the centre**
- **a reliable electricity supply**
- **at least 6 multi-purpose study carrels capable of holding different types of media equipment as required**
- **two of the study carrels will be equipped with small 9-10" PAL standard video monitors and VHS format video players to enable individual video cassette viewing**
- **a third similar video player should be attached to a larger video monitor, say 21" or 27", on a mobile trolley for group viewing purposes**
- **a table around which a group of 6-10 students might gather for a discussion or tutorial session; this may be in a separate room from the carrels**
- **at least one reliable voice-quality telecommunications circuit**
  a facsimile machine and supply of paper
  a "loudspeaking" telephone or similar teleconferencing device[22]
  a personal computer (IBM AT or compatible or similar) plus modem
  a simple switching panel to enable telephone, facsimile or computer to be linked to the telecommunications circuit
- **a full collection of course materials along with essential reference materials, including videotapes, library books, etc, properly indexed and housed, for use by enrolled students in the centre**
- **a simple but reliable photocopier, and a supply of paper**

Notes:

1. Clearly a centre manager would be required for a Type B centre. This need not be a full-time responsibility, but this might be the case in some centres with larger student enrolments. As with Type A centre staff, these people would need to be trained.
2. Locations for Type B centres are available throughout the country, in much the same way as the type A centre. However, a dedicated area/room is required in this case. The air-conditioned room should be at least 30m2 in area, and needs to be secure.
3. A suggested design for the multi-purpose carrel is given in Fig. 2. It is intended that a range of activities, including media viewing, simple science experiments, etc., could be carried out by individual students in these carrels.
4. A similar suggested design for a mobile lock-up cabinet to house the mobile video monitor is given in Fig. 3.

22. The University of Otage (New Zealand) Extension Department as well as the University of the South Pacific (Fiji) have both successfully tested and are using locally designed and built equipment for this purpose. Relatively cheap commercial models are now also available that are suitable for small groups of people.

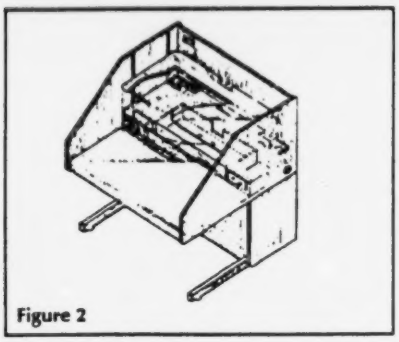


Figure 2

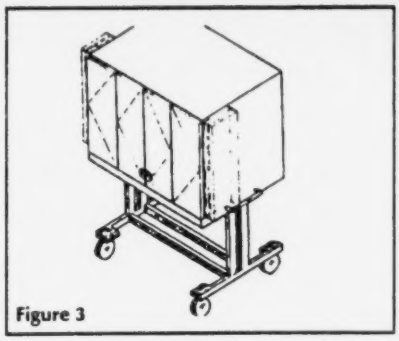
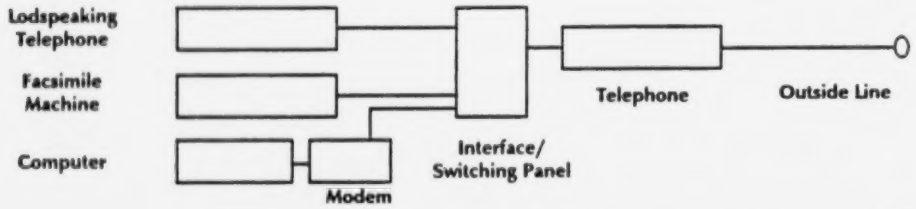


Figure 3

5. Diagramatically, the telecommunications switching facility could be represented as follows:



6. It is most important to ensure that only brands of equipment which have reliable back-up support from within Tanzania be acquired.

7. The sketch in Fig. 4 is again an artist's impression as to how a typical Type B centre might look.

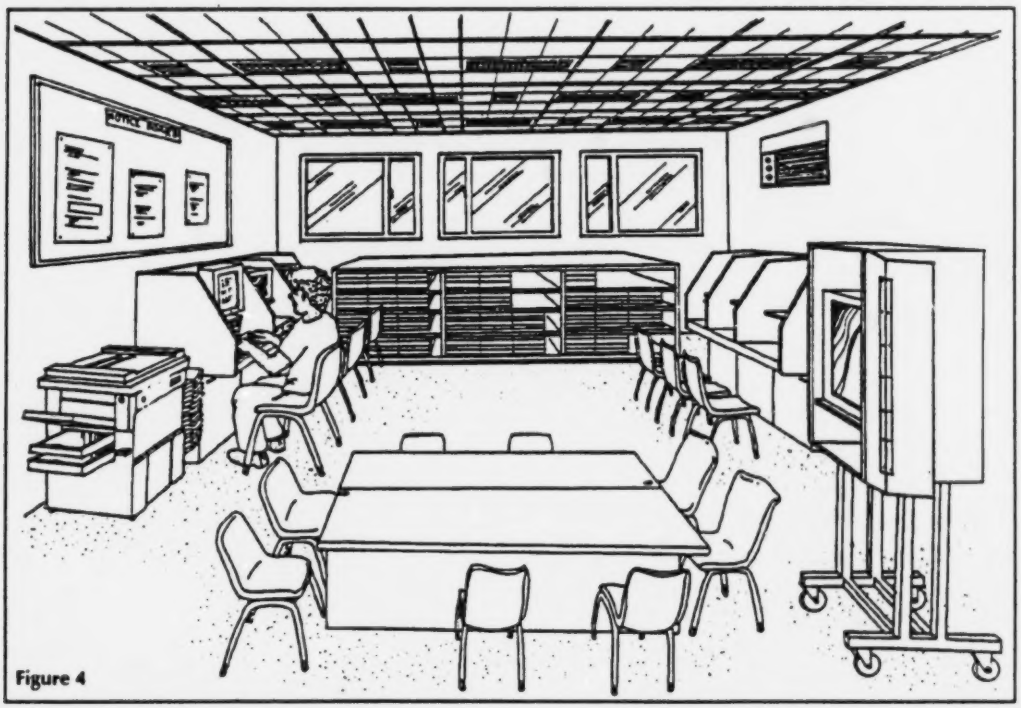


Figure 4

Central Media Production

As has already been mentioned in this report, there exists within Tanzania a wide and varying range of media production units. Many have expressed their willingness to help and assist the proposed Open University in producing its course materials.[23] It is pleasing to note these offers, and to know that co-operation of this type is able to take place. But we should proceed a little cautiously. Most production units are already working at near full capacity for the job that they were originally set up to do. To impose a heavy additional load on them from the Open University could lead to such problems as:

* delays in the production process
* inconsistencies in production standards
* poor communication between course designers and media producers

Recommendation 6:

That the Open University should establish its own Media Production Unit. Initially this should be fairly basic in nature. Specialist production facilities (and these are detailed later in this section) available through other already established units should be utilized as appropriate.

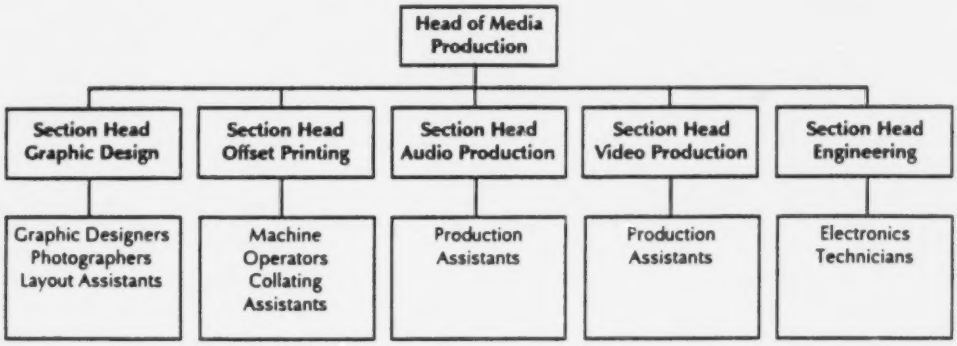
Notes:

1. The Media Production Unit (MPU) should consist of a Graphic design, Photography and Layout Section, an Offset Printing Section, an Audio Production Section and a Video Production Section.
2. There should also be an Engineering Support Section which would be able to provide technical assistance to the entire MPU.
3. The entire MPU should be housed within one complex, although because of the noise and vibration likely to be caused by the Offset Printing Section, this should be acoustically isolated, preferably in another building.
4. Although each Section would take care of its own materials requirements, it would be useful to have some central administrative support for the MPU to co-ordinate ordering, stock control, etc, possibly through the central University administrative structure.
5. All Sections should be an air-conditioned environment.
6. It would be highly desirable to have a stand-by electricity generator available in case of local power failures, to keep key equipment operational.
7. It will be important to establish and maintain a healthy working relationship between the course designers and the production staff. This might well be achieved by including production staff on course planning teams at appropriate times during the planning process. Alternatively, the University might like to employ a team of professional educational technologists who, although they may not be directly involved in the day-to-day production activities as such, will be fully aware of the media production processes and

23. Refer to Appendix 7.

will be able to act as very useful links between the academic staff and the production team.

8. The general management structure of the MPU would be:



9. It would be the responsibility of the Head of the MPU to ensure that good working links were maintained between the various sections e.g. the link between Graphic Design and Printing, and that between Audio and Video.

10. All media equipment items, including those made available through study centres, should be type-approved and maintainable through the Engineering Support Section of the MPU.

11. The following Section descriptions are intended as a general blueprint only, to give a guide as to how such a Unit could be set up, staffed and equipped. It is very difficult, without knowledge of course offerings, student numbers, etc., to know to what size a section might eventually grow. What is proposed here is a modest start. As the University grows, so will the MPU.

Graphic Design Section

Good layout of printed materials, including the creative use of text, diagrams, photographs and drawings, is one of the keys to a successful distance education course. The printed course notes will in all probability be the first thing a student turns to upon receipt of a mail package. If they are well-produced, attractively and clearly set out, then the student will feel highly motivated towards their study.

The section proposed will concentrate on layout in the first instance. All photographic work will be sent to outside laboratories for processing and printing.

Staff:

1 Senior Graphic Designer (Section Leader)
2 Graphic Designers/Photographers
2 Production Assistants

Training:

1. The Senior Graphic Designer and the two Graphic Designers should be trained professional staff familiar with current trends and modern methods in Graphic Design. They should also have a basic knowledge of photography.
2. Training in basic graphic design skills and layout methods is currently available in Tanzania. However, state-of-the-art techniques such as desktop publishing are virtually unknown. It is estimated that at least 80% of the work of this section could be done using these methods. Attachment to an overseas institution for training for a 3-4 month period would be most useful.
3. The two Production Assistants would receive on-the-job training.

Equipment:

4 complete sets of desk-top publishing equipment, including computer, laser printer, fonts and software

5 drawing/tracing tables, backlit and fitted with tracker arms

1 enlargement/reduction photocopier

2 high quality 35mm single lens reflex cameras, a selection of lenses, together with tripod and carrying bag

1 set of electronic flash equipment

Space:

A floor area of 75-100m² would be needed to house the section, including storage and equipment.

Offset Printing Section

Initially this section should carry out basic printing work only, from line copy produced in the Graphic Design Section. For pages which require half-tones (i.e. photographs and/or shades of grey) or other specialist features such as perforating etc, the platemaking and even the actual printing should be contracted out to one of the existing printing houses in Tanzania. Work of this type requires more sophisticated equipment and a darkroom. For initial courses to be offered, the additional expense of these could probably not be justified.

All collating work should be done by hand. Automatic collators are available, but are very prone to breakdown even under ideal conditions, and so are not recommended at this stage.

The staff and equipment listed here should enable a finished production capacity of 500,000 - 600,000 A4 size impressions per month.

Staff:

1 Senior Printing Technician (Section Leader)

2 Printing Technicians
1 Printing Assistant (Platemaking)
5 Printing Assistants (Collating, binding & finishing)

Training:
1. The Printing Technicians should all be fully trained in offset lithography and the associated techniques of the printing trade.
2. This training is available in Tanzania.
3. The Printing Assistants would all be trained on the job.

Equipment: (main items only)
3 offset-litho printing machines, single colour, capable of printing paper up to A3 size
1 electrostatic platemaker to make paper plates
1 wire stitching machine
1 perfect binder
1 medium capacity paper guillotine

Space:
A floor area of at least 250 m^2 should be provided for this section.

Audio Section:

A simple audio studio, with good acoustical properties, and adjacent control room is suggested. The studio could be used in two ways. First, as a do-it-yourself studio whereby a lecturer could just walk in, sit down with a simple microphone and tape recorder, and make a one person recording without any need for assistance. Second, with help from the control room, a more sophisticated tape could be made involving, say, up to 3 microphones, background or introductory music, etc.

All mastering should be done on to very high quality cassette tapes. At this stage there would seem to be no need to use open reel recorders. The extra facilities they offer, such as multi-tracking and ease of editing by splicing, are probably not required at this stage.

Staff:
1 Senior Producer (Section Leader)
2 Production Assistants (studio and tape duplication)

Training:
1. The Senior Producer should be trained and experienced in all aspects of audio production. Previous experience in radio would be helpful.
2. The Production Assistants would be trained on the job.

Equipment:

4 high quality audio cassette recorders
1 8-12 channel stereo production audio mixer
1 record turntable
3 studio quality microphones
2 audio amplifiers
2 pairs of monitor speakers
1 tape bulk eraser (also suitable for videotapes)
1 cassette duplication system with 2 master units, 8-10 slave units, plus rewinders

Space:

The total audio section could occupy a space of around 50 m^2.

Video Section:

A small video section only is suggested as a full studio set-up could definitely not be justified in the first instance. The section proposed would have the capability to:

* do simple re-editing of other materials by adding introductions, voice-overs, subtitles, etc.
* record a simple single camera "talking-head" speaker
* duplicate tapes on to VHS format

Other local production of a more sophisticated type would be handled by other agencies such as the Audio Visual Institute or a television station.

The format to be used for production would be Hi-Band U-Matic, with copies on to VHS. The PAL (European) system would be used throughout, making it compatible with existing TV installations in Africa.

Staff:

1 Senior Producer (Video)
2 Production Assistants

Training:

1. The Senior Producer should be fully trained, possibly using the BBC or similar programmes that are available.
2. The Production Assistants would receive on-the-job training.

Equipment:

2 semi-broadcast colour video cameras, gen-lockable, with remote camera control units, zoom lenses, tripods and other standard accessories
1 simple vision switcher with downstream keying capability

6 studio TV lights
2 Hi-Band U-Matic video cassette recorders, with time base correctors, and linked by an editing controller
1 small electronic titling unit
2 Lo-Band U-Matic video cassette recorders
10 VHS recorders
1 4-6 channel audio mixer
6 9" colour video monitors
2 21" colour video monitors
suitable video distribution amplifiers, cabling, racking, etc

Space:
A total area, consisting of a small "studio" plus an adjacent control room, of around 75 m² would be required. It may be possible to combine some aspects of the Audio and Video Production sections to optimize the use of space and equipment.

Engineering Section:

This section would be responsible for the repair and maintenance of all equipment in the MPU, as well as that which is supplied to the study centres. They will also take care of simple installation work, and advise on selection of equipment and technical standards to be observed.

Staff:
1 Senior Engineer (Section Leader)
3 Electronics Technicians

Training:
All staff should be trained in basic and advanced electronic servicing. Such training is available in Tanzania. However, for video equipment, particularly the colour cameras and VCR's, overseas training, possibly in Japan, would be advised.

Equipment:
a reasonable range of standard electronic repair and testing equipment, and tools, including
1 100 Mhz oscilloscope
1 waveform generator (audio + RF)
1 video waveform monitor
plus a range of spare parts and equipment to enable most items to be properly and reasonably maintained

Space:
Around 50 - 70 m² of space would be required.

Telecommunications and General Resources Area

There will be a need for an area to be set aside for teleconferencing and general communication with the study centres, and also for staff support in the preparation of teaching materials. A space very similar to the Type B study centre would be suitable; in this case, the study carrels would be for the use of staff in pre-viewing materials, rather than for students. In addition, the telecommunications switching facility should have several outside lines coming into it (up to 8) with the ability of conference linking so that a teacher could simultaneously hold tutorials/discussions with students or tutors at several study centre locations. This room would also be used for the training of study centre staff (custodians/managers).

It would also be essential to have several computers available so that staff could prepare their materials using word-processing techniques. Once in floppy disk form, they can then go on to the Graphic Designers for final layouts prior to printing.

As well, of course, there should be a comprehensive library of course materials and other resources available for staff to use.

Ideally, this area should be at least 100 m^2.

CONCLUSIONS AND ACKNOWLEDGEMENTS

In addition to the recommendations made in the preceeding section, some additional concluding remarks are appropriate.

First, to establish an Open University in Tanzania is not going to be an easy task. The sheer size of the country, its poor road and transport system, the lack of a fully developed posts and telecommunications network, the shortage of electricity, and the general economic climate all combine to make the job a most daunting challenge.

But it is a challenge which can be overcome. Clearly, the need is there, the enthusiasm, and, hopefully, dedication is there, and provided the planning is done carefully and co-operation from the various Government sectors is forthcoming, there should be no reason why the Open University should not become a reality.

The recommendations in this report are carefully made in order to show that today's state-of-the-art media technologies can operate within the Tanzanian environment. But the establishment of the University will not be a cheap undertaking. No new university is. And it would be an unprofessional and backward step to recommend that a sub-standard, third rate university that nobody would be proud of would suffice.

Finally, I would like to record my personal thanks to Chairman Nicholas Kuhanga, Secretary Z.P. Mpogolo, and other members of the Open University Planning Committee for their help whilst I was in Tanzania for 3 weeks in November-December 1989. Particular thanks go to Administrative Officer M.K. Kobero for his hard work in arranging appointments, meetings and transport during my stay, and to Ndugu Suleiman Hegga and Dr. E. Chale for their assistance in the interviews conducted. Also, of course, to The Commonwealth of Learning for the opportunity for me to play some small part in what is undoubtedly going to be both an interesting and exciting challenge, and to City Polytechnic of Hong Kong for their contribution in granting me leave to undertake the task.

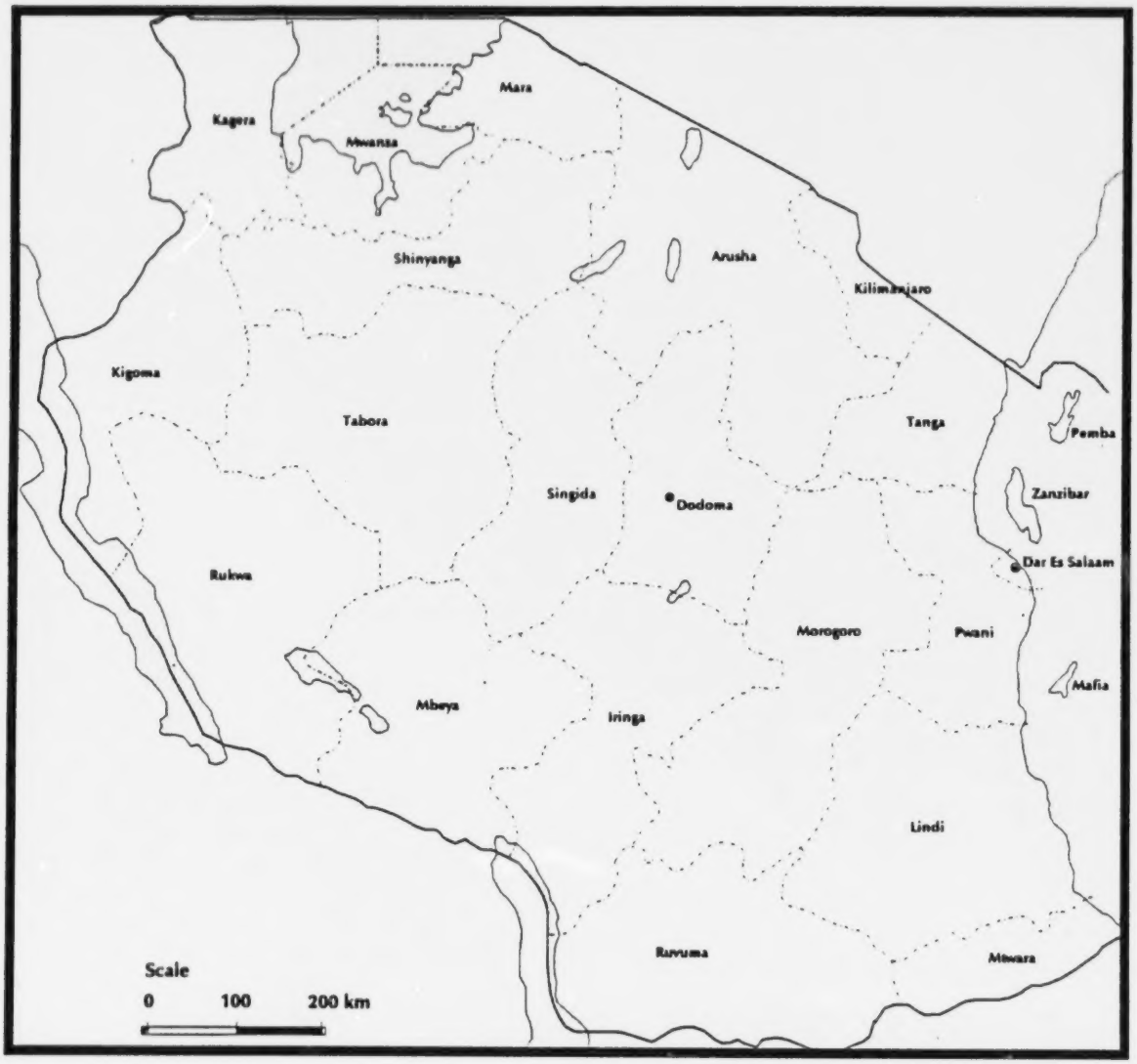
Alan K. Cutting

Hong Kong
December 1989

APPENDICES

Appendix 1

Map of Tanzania Showing Regional Boundaries



Appendix 2

Terms of Reference for the Consultancy

Committee for the Establishment of
An Open University in Tanzania

Terms of Reference

1. Title of Post: Media Production/Technology Specialist

2. Job Description: The Specialist will work with the Committee in
(1) Identifying media technologies which are most suited to Tanzania's conditions and which the O.U. can afford to use in its teaching programmes.
(2) Drawing up plans for media production, use and broadcasting service in terms of:
Organizational structure
Production facilities and capacity
Coverage and transmission
Staff complement and training
Support materials

3. Duration: Three months from June to August 1989

Appendix 3

Key Persons and Places Visited During Consultancy

1. Planning Committee for the Proposed Open University
   - N. Kuhanga (Chairman)
   - Z.J. Mpogolo (Secretary)
   - Nuru Kameka (Assistant Secretary)

2. Posts and Telecommunications Corporation
   - F.C. Kasambala (Director-General)#

3. University of Dar Es Salaam
   - Professor D.J. Mkude (Dean, Faculty of Arts & Social Sciences)
   - Professor A.S. Meena (Acting Dean, Faculty of Education)
   - Dr E. Chale (Senior Lecturer, Department of Adult Education & Extension)*
   - Dr S. Yahya-Othman (Head, Department of Foreign Languages & Linguistics)

4. Radio Tanzania
   - David G. Wakati (Director)
   - Suleiman Hegga (Head of Programmes)*

5. Tanzania Film Corporation
   - Mr Ninga (Acting General Manager)

6. Ministry of Information & Broadcasting
   - A.M. Ngororo (Director of Information Services)#

7. Tanzania Library Service
   - E.E. Kaungamno (Director)

8. National Correspondence Institution
   - N.Z. Reuben (Acting Principal Academic Co-ordinator)

9. South African Extension Unit
   - M.J. Matangi (Acting Director & Senior Programme Development Officer)
   - H.P. Kimaty (Programme Development Co-ordinator)

10. Audio Visual Institute
    - Joe A.J. Mponguliana (Acting Director)

# Indicates also a member of Government Task Force on TV in mainland Tanzania
* Indicates also a member of Open University Planning Committee

Appendix 4

Questionnaire Sent out by Open University Planning Committee

The Chairman
Open University Committee
P O Box 9213
DAR ES SALAAM

Dear Mr/Mrs/Ms/Miss/Ndugu

QUESTIONNAIRE ON OPEN UNIVERSITY
(in the country)

As you may know already from newspapers broadcasts, the Government has set up a Committee for the Establishment of an Open University/University Institution in Tanzania. An Open University is an educational institution of higher learning that gives educational opportunities to larger numbers of people at a comparatively cheaper cost. Its methods of imparting knowledge to the people are flexible, practical and as effective as and in some cases more effective than the traditional approaches. In an open university people are able to study part-time while holding their full-time jobs or looking after their families and homes. Thus they are able to study at their own pace through correspondence materials, television (where available), radio, film, video tapes, radio cassettes etc.

In this connection we are writing to enclose a questionnaire that solicits your views to help the Committee to do its job properly for the Government. We realize, of course, that you may not personally require university qualifications, but may wish to take short professional courses or benefit from continuing education programmes. Such an institution will be able to mount. On the other hand, we presume you may know about other people who would be keen to obtain such qualifications but cannot attain them because they cannot afford to leave their job for one reason or another for full-time pursuit of higher education in a residential university/institution.

Therefore, you are kindly requested to answer the questions as best as you can in the light of your personal or others' felt needs. Your answers are meant to enable us to work out a viable open learning/teaching establishment and advise the Government accordingly.

Please read each question carefully and decide what your answer is, then write up your answer in the space provided or as instructed. After completion you are kindly requested to post it to the Chairman of the Committee using the enclosed envelope which has already been addressed and stamped.

We thank you in advance for your cooperation.

Chairman
The Committee for the Establishment
of an Open University

QUESTIONNAIRE ON OPEN UNIVERSITY

Please complete the questionnaire and send it to the Chairman, Open University Committee.
Please write clearly.

1. Surname (Mr/Mrs/Miss/Ms) _____

2. Other names _____

3. Your address _____

4. Your occupation _____

A. GENERAL

1. What Form should the Open University/University Institution take:

☐ a) Be as an appendage to one of the existing Universities

☐ b) Be an independent institution

☐ c) Any other (specify)

2. In your opinion where should the Open University/University Institution be situated? Give reasons for your choice.

_____

_____

_____

B. POTENTIAL STUDENTS OF THE OPEN UNIVERSITY

1. What should be the ideal age for enrolment/admission of the potential students to the Open University/Institution?

☐ a) 20 to 30

☐ b) 30 to 40

☐ c) 40 to 50

☐ d) 50 and above

2. What should be the entry qualifications of the potential students?

☐ a) None but on entry test

☐ b) Std 7 or below

☐ c) Form IV or below

☐ d) Form VI or above

3. How should students meet fees for their open university studies? Please put a tick.

☐ a) Through the students' own payment on full cost fees.

☐ b) Through students payment of nominal fees supplemented by central/ local government bursaries.

☐ c) Through students' payment of nominal fees supplemented by employers both public and private.

☐ d) Fees paid by employers.

☐ e) Other (specify)

_____

_____

_____

C. COURSES/PROGRAMMES OF PRIORITY FOR THE OPEN UNIVERSITY/UNIVERSITY INSTITUTION

1. If you were to be one of the students of the Open University which course would you want to enrol in? Please indicate them in order of preference.

a) _____

b) _____

c) _____

d) _____

2. As an employer (in government, parasitically or private business) for which courses would you want your employee/student to enrol in? Please indicate in order of priority.

I. Degree Courses:

a) _____

b) _____

c) _____

d) _____

II. Non-degree Courses:

a) _____

b) _____

c) _____

d) _____

3. How long should the programme of the Open University/University Institution be designed to last?

☐ a) Relatively shorter academic period than a residential/full-time university.

☐ b) Identical or equivalent to academic period of a residential/full-time university.

☐ c) Relatively longer academic period than a residential/full-time university.

☐ d) Other (specify)

_____

_____

_____

4. a) In terms of priorities which of the following categories of training should the Open University/University Institution emphasize in order of importance:

Group of people	Rank (1,2,3)		
1. Preserving (New Manpower)	☐	☐	☐
2. Inservice (Up-grading)	☐	☐	☐
3. Non-formal (continuing Educational/Extension type courses)	☐	☐	☐

b) Of the following groups of people, which type of course would be most helpful? (Tick against the type of course).

Group of people	Courses		
	Preserving	Inservice	Continuing
1. Farmers	☐	☐	☐
2. School leavers (unemployed)	☐	☐	☐
3. Mid-level employees in public and private organizations	☐	☐	☐
4. Mid-level employees in non-governmental organizations	☐	☐	☐

D. STUDY/TUITION ORGANIZATION THROUGH THE OPEN UNIVERSITY/INSTITUTION

1. If the distance learning materials (correspondence courses) are to be supported by occasional face-to-face tuition, where would you prefer the students to meet

as a group (because of nearness or availability or reading materials, books)?

☐ a) At a primary school

☐ b) At a secondary school

☐ c) At a teachers/vocational college

☐ d) At a Folk Development College (FDC)

☐ e) At a town hall/conference hall

☐ f) At an existing University/University Institution

☐ g) Other (specify)

_____

_____

_____

2. In the light of your own career/profession, if you have one, would you be willing to help the Open University/University Institution in its educational endeavour (eg course-writing, tutor-counselling, audio-visual production, and face-to-face tuition)?

Yes ☐ No ☐

Specify in what field? _____

3. If the distance learning materials (correspondence courses) are to be supported by radio broadcasts (put a tick).

a) Will you have a radio set to listen to?

Yes ☐ No ☐

b) Will you be able to get clear reception at any time of the day?

Yes ☐ No ☐

c) What time do you get clear reception of RTD/RTZ (specify time)?

_____

d) When would you have time to listen to the radio broadcasts?

_____

e) Will you have batteries (dry cells) readily available to replace rundown ones?

Yes ☐ No ☐

4. If you were a student of the Open University/University Institution with what media would you ask the government/or your employer to supply you in order

to better study your courses? (Rank in order of need).

- [ ] a) Television
- [ ] b) Radio
- [ ] c) Audio-Cassettes and Audio-Cassette Recorders
- [ ] d) Video-Cassettes and Video Cassette Recorders
- [ ] e) Telephone

E. GENERAL COMMENTS

If you have any other comments/suggestions to make please use the space provided below.

Appendix 5

Edited Summary of the Responses to the Questionnaire on the Open University

Respondents 754

Occupation	No. of Respondents	%
Teachers	234	31
Administrators	371	49
Politicians	58	8
Other	53	7
Not Indicated	38	5

A1. What form should the Open University Take?

Form	No. of Respondents	%
Be an appendage to one of the existing universities	280	37
Be an independent institution	448	60
No answer	26	3

A2. Where should the Open University be situated?

Town/City	No. of Responses	%
Dar Es Salaam	428	58
Dodoma	185	26
Arusha	25	3
Mwanza	15	2
Moshi	6	1
Zanzibar	25	3
No answer	70	7

B1. What should be the ideal age for enrolment of the potential students to the Open University?

Age Groups	No. of Responses	%
20 - 30	118	16
30 - 40	408	54
40 - 50	198	26
50+	30	4

B2. What should be the entry qualifications of the potential students?

Qualifications	No. of Responses	%
None, but on entry test	289	38
Std. 7 or above	12	2
Form IV or above	212	28
Form VI or above	31	42

B3. How should students meet fees for their studies?

Method of payment	No. of Responses	%
Through the students own payment on full cost fees	74	10
Through students payment of nominal fees supplemented by central/local government bursaries	170	23
Through students payment of nominal fees supplemented by employers both public and private	424	56
Fees paid by employers	75	10
No answer	11	2

C1. If you were to be one of the students of the Open University which courses would you want to enrol in?

Social Sciences

1. Management and Administration
2. Public Administration
3. Business Administration
4. Commerce
5. Economics and Statistics
6. Education
7. Law
8. Accountancy
9. Political Science
10. Material Management
11. Rural/Community Development
12. Finance Management
13. Languages
14. Linguistics
15. Curriculum Development and Evaluation
16. Health Education
17. Sociology
18. Research and Evaluation
19. Religious Studies
20. Development Studies

Hard Sciences
1. Agriculture and Animal Husbandry
2. Engineering
3. Computer Science
4. Fisheries
5. Marine Biology
6. Applied Science
7. Medicine
8. Architecture
9. Technical Education
10. Science and Technology

C2. As an employer for which courses would you want your employee/ student to enrol in?

Social Sciences
1. Journalism
2. Librarianship
3. Secretarial Courses
4. Co-operative Education
5. Theatre Arts
6. Physical Education
7. Public Relations
8. Office Management
9. Graphic Art
10. Music
11. Printing and Publications
12. Transportation

Hard Sciences
1. Nursing
2. Technical Studies
3. Mechanics
4. Foundry
5. Laboratory Technology
6. Pharmacy
7. Media Technology
8. Dentistry

C3. How long should the programmes of the Open University be designed to last?

Length of Academic Field	No. of Respondents	%
relatively shorter academic period than of residential/full-time university	63	8
identical or equivalent to academic period of a residential/full-time university	209	27
relatively longer academic period than a residential/full-time university	492	65

C4. (a) In terms of priorities which of the following categories of training should the Open University emphasize in order of importance:

Group of People	Rank					
	1	%	2	%	3	%
Preservice	62	9	212	28	407	54
Inservice	482	64	211	27	26	4
Non-formal/Continuing	177	23	313	40	172	23
No answer	33	4	36	5	147	19

C4. (b) Of the following groups of people, which types of courses would be most helpful:

Group of People	Courses					
	Preservice	%	inservice	%	Continuing	%
Farmers	58	8	83	12	338	49
School leavers (Form IV - VI)	435	63	61	9	67	10
Mid-level employees in public and private organisations	33	5	543	78	98	14
Mid-level employees in non-governmental organisations	47	7	416	60	189	27

D1. If the distance learning materials are to be supported by occassional face to face tuition, where would you prefer the students to meet as a group:

Institution	No. of Respondents	%
At a Primary School	58	8
At a Secondary School	296	43
At a Teacher/Vocational college	271	39
At a Folk Development College	158	23
At a town hall/conference hall	101	15
At an existing university	326	47

D2. In the light of your own career/profession would you be willing to help the Open University in its educational endeavour?

Replies	No. of Responses	%
Yes	538	71
No	129	17
No answer	87	12

Specify in what field.

Field	No. of Responses	%
Course writing	287	37
Tutor counselling	41	5
Audio visual production	7	1
Face to face tuition	28	4
No answer	391	53

D3. (a) Will you have a radio set to listen to?

Replies	No. of Responses	%
Yes	664	88
No	20	3
No answer	70	9

D3. (b) Will you be able to get clear reception at any time of the day?

Replies	No. of Responses	%
Yes	480	64
No	191	26
No answer	83	10

D3. (c) What time do you get clear reception of RTD/RTZ?

Time of Day	No. of Responses	%
Throughout the day	224	29
In the morning only	45	6
In the evening only	310	41
At night	86	12
No answer	89	12

D3. (d) When would you have time to listen to the radio broadcasts?

Time of Day	No. of Responses	%
Early in the morning	14	2
After working hours to 7 pm	417	55
From 7 pm until midnight	277	37
No answer	46	6

D3. (e) Will you have batteries (dry cells) readily available to replace rundown ones?

Replies	No. of Responses	%
Yes	576	76
No	107	13
No answer	76	11

D.4 If you were a student of the Open University with what media would you ask the government or your employer to supply you in order to better study your courses?

Media	No. of Responses	%
Television	174	23
Radio	240	30
Audio cassettes and audio cassette recorders	179	26
Video cassettes and video cassette recorders	146	19
Telephone	15	2

Appendix 6

Summary of Opinions Obtained during Regional Visits

1. RATIONALE

The idea of establishing an Open University is good, timely and welcome. The proposed university should start soon.

Reasons:

The Open University will give more people (ie the unprivileged people) an opportunity to get higher education than before.

The OU will help to upgrade the general level of education of employees (govt, private and parastatal) who have reasonably long experience but do not have adequate theoretical knowledge to support their practical experience so as to cope with their responsibilities.

The OU will cater for a bigger population (will be open to broader masses of the people) than the existing universities. It will save the housewives, those with family or work commitments and those who cannot attend fulltime residential degree courses.

The OU will solve the problem of those people who had failed to go to the existing universities because of stringent entry qualifications.

The OU will help to enhance the academic development of the people in the country.

Educating people through the OU will be cheaper compared to educating people through the residential universities.

The OU should not concentrate on offering degree courses only. It should strive at advancing academically people from all working categories.

2. STRUCTURE

a) APPENDAGE OF EXISTING UNIVERSITIES

to benefit from the existing infrastructural facilities and human resources (manpower),

to be able to gain acceptance and recognition internationally from the beginning eg in awarding degrees,

to maintain standards that have been set by the existing universities to produce graduates with the same standards as those coming out of the existing universities,

to be able to get in touch with other institutions of higher learning very easily,

to safeguard the quality of education that will be given,

to save the government from building new infrastructure bearing in mind the adverse economic conditions facing the country at the moment,

to cut down running costs.

b) INDEPENDENT INSTITUTION

to enable it to have a smooth operation from the start,

its role is different from that of the existing universities - it will cater for the broad masses of people who did not have a chance to go to the existing universities,

to avoid being sabotaged by other institutions of higher learning,

to be able to benefit fully from grants and other support from different donors,

to be able to get all the attention it needs for a smooth running,

to have freedom to develop its programmes in the way it seems fit - ie to grow and develop its own standards in line with the ever changing educational needs of the country,

to avoid the tendency of being overshadowed (squeezed) by the already established faculties/institutes especially in the provision of funds, decision making and other resources,

to avoid conflict of status as well as giving it an opportunity to operate on a wide scope and more efficiently.

3. LOCATION

a) DAR ES SALAAM

accessibility to educational and technological facilities,
accessibility to intellectual resources,
availability of media facilities,
accessibility to library services, printing facilities and book services,
accessibility to institutional links with other institutions of higher learning UDSM, SUA, IFM, CBE, etc,
hub of communication systems - efficient communication and transport network eg postal services, TRC, ATC,
readily available pool of students,
presence of most national and international institutions,
accessible from all parts of the country including Zanzibar.

b) DODOMA

capital of the Govt (country) - needs boosting, in the town's masterplan there is room for establishing a university,
centrally located - easily accessible from all parts of the country,
availability of good communication and transport network,
need to distribute evenly institutions of higher learning in the country.

c) ZANZIBAR

to strengthen the Union,
to distribute institutes of higher learning in both parts of the Union.

d) TABORA

has been an educational centre for a long time,
nursed the young J K Nyerere as a student as well as a teacher.

e) ARUSHA

developed communications infrastructure,
has all the facilities favourable for university learning.

f) MWANZA

developed communication infrastructure,
to have an institution of higher learning in the Lake Zone.

4. POTENTIAL STUDENTS

a) AGE

No age limit; no restrictions.
Open to all adults with academic qualifications and interest.
Anybody above 20 years of age.
Priority should be given to those people with ages between 30 and 50 years:-
they are mature,
they will be committed to studies,
they have work and family commitments which prevent them from attending fulltime residential courses,
those people have few opportunities to enter formal institutions of higher learning,
they are more aggressive and productive - a longer working period.

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b) ENTRY QUALIFICATIONS

Similar to those set by other universities.

More lenient qualifications than those of existing universities. There should not be a rigid entry point.

Entry or qualifying tests should be the only criterion for admission into the Open University in order to select the right candidates who will be able to cope with university studies.

Direct entry - form VI (a) can cope with the requirements of university studies. (b) to safeguard the university standards and quality of education offered by OU.

The type of courses offered should determine the type of qualifications needed.

Experience in different working fields/profession should be considered towards the final award of certificates, diploma and/or degrees.

Those who have passed through correspondence studies up to Form VI level or above.

c) FEES

Should be paid by employers through sponsorship or bursaries to the workers.

The government should pay the fees, but the students should also pay nominal fees so as to make them feel that they are obliged to study seriously (to commit them to studies).

Students should pay all the fees so that they feel the obligation and commitment for taking up those studies (especially the peasants and self-employed people).

Where the employer is not willing to sponsor his employee, arrangements should be made for the former to give loans to the latter to cover the study fees. Recovery of the loan should be made by small monthly installments.

Students should pay greater part of the fees in order (a) to reduce government expenditure and (b) to make them appreciate the value of the education they receive.

5. COURSES/PROGRAMMES OF PRIORITY

a) DEGREE COURSES

Social sciences - easier to study through correspondence.

Courses relevant to the needs of sponsoring Institutions and the country as a whole.

Professional courses that are functional in nature:-

- Management (personnel, business, financial etc)
- Administration (public etc)
- Commercial (accountancy, book keeping, etc)
- Law
- Education (teaching)
- Agriculture
- Home Economics
- Economics
- Medicine
- Engineering
- Political Science
- Development Studies
- Computer Science
- Physical Education and Sports
- Religion

Research and evaluation techniques.

N B Emphasis should be on skills training and development.

b) NON-DEGREE COURSES

Diploma in Political Science

Diploma in Development Studies
Diploma in Public Administration
Diploma in Law
Diploma in Public Health

c) DURATION OF THE COURSES

Should be determined by the target group, type of courses offered, available communication facilities and facilities offered to students by the University.

Should be longer than the normal fulltime residential academic period in the existing universities because the students will be studying as part-time students at their own pace.

Should not be fixed; should be determined by the speed of an individual student; students should be allowed to repeat exams if they fail in the first attempt.

Short period to sustain interest and motivate the students especially those with advanced ages.

d) CATEGORIES OF TRAINING

The Open University should cater for the inservice people who have missed the opportunity to pursue studies in the existing universities so as to:

enable them to cope up with rapid technological changes,

enable them to marry their practical experiences with adequate theoretical knowledge for better productivity,

enable them to improve work performance through upgrading their skills.

6. MEDIA

1. TV Most of the respondents said that TV was the most effective medium of communication.

It has a multiplying effects and saves a lot of manpower.

It could be used in Zanzibar, but the facilities there needs to be rehabilitated.

2. Radio Most people use and can easily afford to buy radio sets.

The government should produce cheaper radios for the masses.

Dry cells are not always available.

Most people could easily use the radio for educational purposes after 4:30 pm.

3. Audio cassettes and audio cassettes recorders - should be made available and at reasonably cheap prices.

4. Video cassettes and video cassettes recorders - should be put at strategic centres for the students to view.

5. Correspondence - the postal services needs to be improved and strengthened.

7. SUGGESTED CENTRES FOR FACE TO FACE TUITION

Any educational centre or institution where there are good facilities that will help to facilitate the students' requirements.

IAE Regional Centres
Regional libraries
Secondary schools
Teachers' College
Existing universities

8. ASSISTANCE FROM INSTITUTIONS

a) Tanzania Publishing House (TPA)
could help in publishing negotiations of copy rights,
republishing some of the books for different courses,
give courses in publishing, writing and editing.

b) National Institute of Productivity (NIP)
course writing,
tutor counselling,
face to face tuition.

c) Tanzania Library Services (TLS)
Act as custodian of study materials sent by the OU to the learners.
Stock relevant books, periodicals and other study materials useful to the students of OU.

d) Institute of Adult Education (IAE)
course writing,
course production,
tutor counselling,
face to face tuition.

e) Tanzania Film Company (TFC)
will assist in the - production of TV programmes
- production of video tape
- production of films
will facilitate the use of its studios for preparation of the programmes,
will be ready to sponsor its workers (employees) as students of the OU.

f) Institute of Accountancy - Arusha
production of courses in Accountancy.

g) DSM University Press
assist in the printing of courses.

h) Tanzania food and Nutrition Centre (TFNC)
assist in the preparation of some of the programmes.

i) Institute of Kiswahili and Foreign Languages
has a few well equipped facilities which could be used by OU - language laboratories,
library and classrooms,
recording studios for radio and TV.
assist in the preparation of course programmes.

9. GENERAL COMMENTS

a) Introduction:
There is need to make thorough and ample preparations and planning in terms of the infrastructure, staffing, teaching and learning materials before embarking on this ambitious and very important programme.
The experience and lessons learnt by other OUs in the world will be of great benefit to us when launching this programme.
The OU should start in a small way (pilot project and grow gradually with experience. It must have a humble beginning with few undergraduate programme in

humanities and social science.

The OU must maintain the high standards kept by the existing universities.

There is need to rehabilitate the education system in the country at all levels in order to get the right students for OU in future. There is need to create a learning culture in the country.

b) Structure:

The OU should start as an independent institution but it should maintain strong links with existing universities and other institutions of higher leaning so as to get the necessary facilities.

The OU should start as an appendage of one of the existing universities in order to benefit from the existing infrastructure and facilities. However, it should later grow gradually into an autonomous and independent university.

The NCI should be strengthened and upgraded to cater for university needs, so as to save the government from building a new infrastructure.

The implementation of the programme should be gradual starting with Regional Centres. The Regional Centres of Adult Education should be strengthened so as to act as agents of dispatching learning materials.

The OU should establish Zonal Centres. It should have branches in Unguja and Pomba Islands. Study Centres should be scattered all over the country according to subjects studied.

The OU should establish a Mobile Unit to supply information and support materials to the Zonal Centres. This move will minimize loss of time, materials and reduce dependency on the postal services.

c) Manpower:

The OU should use the academicians and other facilities of existing universities and institutions of higher learning in its educational endeavors - eg course writing, student/tutor counselling, face to face tuition, course production and printing etc.

Potential tutors should be given opportunity to visit some of the OUs abroad for on the spot orientation.

d) Courses:

The OU should start by offering degree courses, later on it could offer Diplomas and certificates.

The OU should start by using courses offered by other OUs in the Commonwealth Countries. The courses should however be adapted to the country's real situations.

e) Libraries:

The government should update the existing libraries and bookshops and reduce the tariffs on books so as to enable the students to purchase books at a reduced price.

Efforts must be taken to open new Zonal, Regional and district libraries where there is none.

TLS should establish mobile library services to cater for the rural areas.

Standard books for different courses should be prepared and distributed to all study centres.

The public libraries should be well stocked with relevant literature for OU.

f) Media:

TV is the most effective medium of transmitting knowledge through the OU.

The government must seriously consider the introduction of TV network in the country because of its educational value.

Cheap powerful and readily available radio sets should be manufactured locally or imported to satisfy the needs of potential students.

More booster radio stations should be built in the country to strengthen the power of reception in places where reception is very poor especially in up-country regions.

New transmitters should be installed to replace the depleted ones.

When using the radio, the broadcasters should be experts (authorities) in the fields being broadcasted, rather than ordinary announcers reading from prepared texts.

The decision to establish TV should be made now for delaying more will lead to more expenses.

g) Other:

OU study groups or societies should be formed in the regions to facilitate exchange of study material among the students, face to face tuition, tutor counselling and encourage group listening and viewing.

The success of OU will highly depend on the cooperation and linkage between the various institutions in the country. The communications, transport and media networks must be strengthened and improved so as to cater for the OU effectively and efficiently.

The importance of the existing universities should not be reduced (hijacked) by starting the OU.

The government should look critically into the tariffs for educational materials/ aids.

Appendix 7

Selected Opinions and Comments from the Regional Visits, which Pertain to Media and Technology

1. Tanzania Publishing House (Chief Executive Officer) (Dar Es Salaam)
   "As an institution, TPH could help in publishing negotiations of copyrights, republishing some of the books for different courses and giving a course in publishing, writing and editing."

   "Advance information material for any instructional programmes on radio should be emphasized upon."

2. Tanzania National Research Organization (Chief Executive Officer) (Dar Es Salaam)
   ".....update our communication system and to make use of the facilities of the COL."

   "He was strongly in favour of making use of mass media facilities such as television, saying that they had a multiplying effect and therefore saved a lot of manpower."

3. National provident Fund (Director General + Training Manager) (Dar Es Salaam)
   ".....NPF was willing to give a thought to the idea of bursaries for workers and equipping some study centres with necessary facilities such as radio sets, TV sets, VCR's and audio cassettes."

4. Institute of Adult Education (Deputy Director, Resident Tutor i/c of Training and Resident Tutor i/c of programmes) (Dar Es Salaam)
   "that the resources of the University could be prepared from different places."

   "that they were prepared, as an institution, to participate in course writing, course production, tutor counselling....."

5. The Aga Khan Educational Service (CEO) (Dar Es Salaam)
   ".....to use the proposed institution for staff upgrading and establish a study centre equipped with such facilities as TV set and VCR for that purpose."

6. Ruaha Community Development Training College (Deputy Principal and Master on Duty) (Iringa Region)
   "Among other facilities, the Institution is equipped with 13 computers, 6 video cameras, 7 TV sets, 3 VCR's, printing machine (full set), dark room, transparency makers and projectors."

7. Tosamazanza Secondary School (Acting Headmaster + 12 teachers) (Iringa Region)
   "Radio sets are foreridingly expensive."

8. Regional Development Director's Office (Regional Planning Officer plus 10 Heads of Departments) (Iringa Region)
   "They are the only group who have suggested that TV should be the primary media for the courses, supplemented by video cassettes and VCR's and that centres should be opened in difficult zones....."

9. Regional Party and Government Leaders (11 people) (Iringa Region)
   "develop media capacity to cope with existing demands"

10. Nzovwe Folk Development College (?) (Mbeya Region)
"A mobile unit to supply information and support material to the zonal centres be established to minimize loss of time, (supply) materials and reduce dependence on the national postal services."

11. District Executive Directors, Functional Managers, Mbeya Municipality and Mbeya Rural (Mbeya Region)
".....centres for face-to-face tuition (and) regional libraries should be used."

12. Uyole Agriculture Centre (Acting Principal + 14 staff) (Mbeya Region)
"Facilities be established for physical and natural sciences to avoid domination of social sciences."

13. Regional Development Director's Office (27 people) (Rukwa Region)
"the IAE regional offices and regional libraries be used for face-to-face tuition in addition to the suggested centres."

"cheap and readily available radio sets be locally manufactured or imported (eg 177 and 288 types)."

14. Nkasi District Party Officials (Party District Chairman + 25 other people) (Rukwa Region)
"The people of Nkasi are confronted with big communication problems. They have poor postal services, meagre transport facilities and several hours of unsatisfactory radio signal from RTD booster station of Mbeya. They do not know when they will have electricity and telephone facilities installed."

"Two thought be given to the possibility of establishing community media (preferably a small radio transmitter) for Nkasi people."

"A generator from one electrified town centres be given to Nkansi."

15. Regional Party Officials (regional Party Chairman + 14 others) (Rukwa Region)
"regional leadership should be motivated to mobilize local organizations to contribute generously to the sponsorship of students and acquisition of study material, media facilities and other equipment."

".....encourage group listening and viewing"

16. Tanzania Film Company (Manager) (Dar Es Salaam)
"The company will assist the institution in the production of TV programmes, video tapes and educational films."

"The company will facilitate the use of its studio for preparation of the programmes."

17. Tanzania Housing Bank (Manpower Planning and Development Manager) (Dar Es Salaam)
"The media to be used should be:
- radio
- video cassettes and VCR's provided at a study centre"

18. Cooperative Rural, Development Bank (Manpower Development and Administrative Manager, and Training Manger) (Dar Es Salaam)
".....they wondered how the OU is going to conduct its courses because of the poor communication system."

19. Party Mass Organization (?) (Arusha Region)
"Ndugu Temn continued that the Government must improve communication systems, particularly postal services, if the OU is to be established."

20. Municipal Council (Munipal Director) (Arusha Region)
"insisted that Zonal branches of OU be established as well, to make it practicable in the light of poor people services."

21. Bakwata (Muslim Religions Organization) (Dar Es Salaam)
"the Institution is ready to help the OU in the production of programmes, especially religious programmes."

22. Tanzania Episcopal Conference (?) (Dar Es Salaam)
"are ready to help OU by producing programmes, especially religious programmes."

23. Members of the Mwanza Manisipaa (Mwanza Region)
"Libraries must be kept up to date to satisfy the needs of the University."

"Television is needed."

"The cost of the media - radio must be considered."

24. Magu District Education Officers (Mwanza Region)
"Libraries must be up to date, and bookshops likewise."

25. Geita District Heads of Departments (Mwanza Region)
"Television is needed."

26. Bukoba Town Heads of Departments (Kagera Region)
"Libraries and bookshops should be updated."

27. Muleba District HoD's (Kagera Region)
"Libraries and bookshops should be updated."

28. Biharamulo District HoD's (Kagera Region)
"Libraries and bookshops should be updated."

29. Bukoba Town Police Force (Kagera Region)
"Libraries and bookshops should be updated."

30. Dar Es Salaam University Press (Director + Deputy Director) (Dar)
"They would be prepared to help in the printing of courses if asked to."

"Our public libraries should be well stocked with relevant literature."

31. Adult Education Press (Personal Officer) (Dar)
".....indicated a willingness to help the new institution in the printing of the courses at least in its initial establishment if approached to help."

32. Tanzania Food and Nutrition Centre (Director) (Dar)
".....the Govt had no choice but to work on the television network in the country."

33. Tanzania Fisheries Corporation (Personnel Manager) (Dar)
".....unless the Govt takes serious steps to improve the communication system in the country ie radio, rail, roads, Post Office services, ATC; very little will come out of it."

34. Institute of Adult Education (Resident Tutor) (Ruvuma Region)
"The Govt should do all it can to improve communication systems ie transport, RTD and Post Office, in order to make the project succeed."

35. Songea Boys' Secondary School (Assistant Headmaster + 5 teachers) (Ruvuma Region)
"Zonal laboratories and similar facilities should be established in the country....."

36. Regional Development Director (Mtwara Region)
".....the OU should immediately start by utilizing the existing Regional Centres of Adult Education to act as agents of dispatching learning materials."

37. Teachers' College (Mtwara Region)
"Television would have been one of the best media for the various courses. It was high time that our Govt embarked on establishing a TV network in the country."

"Mobile libraries should be very helpful....."

38. District Education Officer (Rural) (Mtwara Region)
".....the programme should ensure availability of suitable books."

"The Govt should also consider the establishment of commsinal video centres in towns."

39. Resident Tutor Mtwara (Mtwara Region)
"The rural population should get a consideration in the accessibility of facilities ie books and videos."

"Branches of the Institute of Adult Education should be equipped with proper and enough facilities and staff."

40. Regional Education Officer (Lindi Region)
"Public libraries should be improved by providing them with relevant books."

41. TVZ Headquarters (Deputy Directors of Depts of Broadcasting, Information and Television) (Zanzibar)
".....television sets were distributed to all strategic centres in the rural areas."

.....because of poor management, lack of regular maintenance and repairs, and the high costs, the sets have disappeared."

"Currently there are few programmes which could be said are for the education of the masses."

"TV facilities are greatly underutilized since programmes are cast for only 4 hours during week days and 5 hours during the weekends. All programmes take place in the evening. There are no programme during the day because this is considered to be very costly."

"The Deputy Directors consider TV as the most effective medium for distance education especially when the programmes involve demonstration lessons and presentation of three dimensional figures/images."

"There is a great possibility of using both television and radio for distance education programmes. However, someone will have to bear the costs of running radio and TV during day time."

42. Dept of Adult Education (Acting Director + others) (Zanzibar)
"The Dept is currently conducting distance education programmes by radio for adult learners....."

"The Dept hasn't got facilities and equipment of its own and it relies mainly on the facilities of Radio Tanzania, Zanzibar."

".....a lot of time was spent on preparing the programmes but.....it was worth it."

43. "Chief Minister's Office (Deputy Principal Secretary) (Zanzibar)
"The OU should have strong links with TVZ and RTZ so that the latter can support educational programmes to be provided by the former."

44. Nkrumah and Karume Colleges (Principals & Assistants) (Zanzibar)
"Most reliable (media) are print and radio. In Zanzibar radio reception is good everywhere except at Makunduchi, but it should improve with the installation of new transmitters."

"for Zanzibar, TV can also be used, but a heavy investment will be required to rehabilitate the facilities and provide TV sets to rural areas since all the sets which had been placed there when the TV network was established have disappeared."

"Should also use video radio cassettes, etc."

"There should be close cooperation with media institutions, TP and TC, to ensure reliability and efficiency of programme operations...."

"Both (institutions) were ready to allow their laboratory/equipment to be used by students of OU."

45. Ministry of Education (Principal Secretary + Director of Adult Education) (Zanzibar)
".....it (the Ministry) would offer assistance in the provision of facilities."

"Radio was seen as the main medium at least in the beginning, in addition to the printed course material. The reception is good throughout the islands except at Makunduchi where during the day RTZ is very faint. It was hoped that with the installation of new transmitters the situation would improve."

TVZ coverage is limited to urban centres only since there are no receivers left in the rural areas."

"The general impression given was that both TV and radio could be put to better use educationally. At the moment a very small percentage of the air time is used for educational programmes."

46. Institute of Kiswahili and Foreign Languages (Director + academic staff) (Zanzibar)
"In addition to printed texts and media technology, there should also be face to face teaching."

"The Institute has a few well equipped facilities which could be used by (OU) eg language labs, recording studios for radio and television, library and classrooms."

47. Regional Party Secretary and Regional Commissioner, Unguja (Zanzibar North Region)
"Radio should be used for the time being, but nationally Tanzania should seriously consider establishing a national network of TV because of its educational value."

"For Zanzibar, TVZ should be strengthened so that it could be used for OU programmes."

48. Institute of Marine Sciences (Director) (Zanzibar)
"A combination of media - radio, radio cassettes, video tapes, etc."

"Tanzania should consider seriously the introduction of TV, for it is an asset in education rather than a luxury."

"Priority should be given to written texts and broadcast materials, tapes, etc to be produced later."

"At the moment, postal services leave a lot to be desired."

49. Ministry of Information (Zanzibar)
"TVZ and RTZ could be made available for use by the OU."

"The Govt intends to extend radio broadcasts to 18 hours/day."

"With rural electrification taking place presently in Zanzibar, it should be possible for a lot more people to benefit from OU programmes."

"TV facilities will require substantial rehabilitation if it is to be used for extensive distance learning."

50. Ministry of Education (Minister + Deputy) (Zanzibar)
"The Ministry is ready to allow the OU to use facilities under its jurisdiction."

"While radio may be a cheaper medium for distance teaching, TV should not be ignored; rather it should be considered as a necessary vehicle for bringing distance education to many people."

"Face to face teaching should be a necessary component of the OU programme..."

51. Ministry of Agriculture (Director) (Zanzibar)
"The Dept has established a centre with reasonably equipped facilities to teach agriculture to farmers."

"Facilities include video sets, printing machines, etc."

"There is a strong linkage between radio programmes and the existing facilities in providing agricultural education."

".....the facilities of the Dept have little chance of being used by OU since they were designed to provide basic education to peasant farmers."

52. Unguja South Region Headquarters (Regional Commissioner, District Commissioner, Regional Officers of Education, Culture and Communication) (Zanzibar South)
"Should use radio since it covers the whole country and about 75% of the people have radio sets at home. The only problem is the cost of the batteries - 551 - and above."

"With the use of motor vehicle batteries TV could also be used. However, the TV sets which have been placed at every party branch have all disappeared."

"Radios should be sold cheaply to enable many people to afford them."

"Both radio and TV should be used; and the mainland should seriously think of establishing a TV network for education purposes.

"Institutional facilities under the Revolutionary Government of Zanzibar will be made available to the OU."

53. Tanzania Library Services (Director) (Dar Es Salaam)
"TLC could assist by sending OU materials to TLC branches..... Also TLC can stock relevant books, periodicals and other study materials."

"We should not wait for the TV. We can start now without the TV facilities. The learners can depend on written materials backed by radio and good library service."

54. East Africa Statistical Training Centre (Principal) (Dar)
"In towns the radios may be easily available and useful; but in rural areas there would be many problems which include poor reception, lack of dry cells and the problem of right timing for the lesson."

"Television - not available at present."

"Telephones - not realistic...."

55. Dar Es Salaam Technical College (Acting Principal) (Dar)
"Media - radio, audio cassettes and audio cassette recorders, television."

56. Kibaha Education Centre (Acting Director) (Coast Region)
".....communication will still be difficult."

57. Bagamoyo Secondary School (Principal) (Coast Region)
".....(OU) may not be successful because of transport problems."

".....(OU) will be faced with a problem of media to support the written lessons for the students."

58. District Education Officer, Mafia (Coast Region)
".....not sure whether it would operate efficiently because of poor postal services and poor radio reception especially for areas which are very far away from Dar Es Salaam."

59. Sokoine University of Agriculture (VC, Dean of Students, HoD Food Science, Registrar, Chief Administrative Officer) (Morogoro Region)
".....the Govt should think seriously about our limited resources and the problems in our developing country in communication, transportation and the lack of other facilities like TV, video cassettes and VCR's. The country also lacks Zonal centres with strong library facilities, the radio reception is also very poor (especially in upcountry regions)."

".....that the radio will be the only supporting means of media for supplementing the written materials for the students. It is no good talking about television when the country has no such facilities."

"However, more booster stations should be built in the country to strengthen the power of reception in places where reception is very poor, especially in upcountry regions where it is very difficult to get clear reception from RTD/RTZ.

60. IDM Mzumbe (Principal) (Morogoro Region)
".....Tanzania library services should operate mobile library services where library facilities are not available."

".....we should use the radio because that is the media we have at present."

61. Ukaguzi Kanda ya Kati (Acting Head of the Centre) (Dodoma Region)
"On media, he recommended the radio. Best time for good reception is after 4:30 pm, because most working people would be at home by that time."

62. Mazengo Secondary School (headmaster) (Dodoma Region)
".....he recommended radio (as No. 1), audio cassettes and video cassette recorders (as No. 2)."

63. Business College (Deputy Director (Dodoma Region)
".....the Govt must try to tackle the communication problems that are facing Tanzania....."

".....poor postal services and poor reception of RTD/RTZ."

64. Christian Council of Tanzania (Secretary General) (Dodoma Region)
".....Dodoma is our new capital and also centrally placed. Communication and transport network is good, the radio reception has been improved....."

65. Dodoma Wine Company (General Manager) (Dodoma Region)
".....poor postal services, poor radio reception, scarcity of dry cells in rural areas, and lack of library services in the country."

"(There are) no adult education centres at district and division level where students can gather and study or meet their tutors frequently for counselling and guidance."

66. UWT Office, Mpwapwa District (UWT Secretary) (Dodoma Region)
".....radio reception is good....."

".....communication is good; postal services are good."

67. Hon MP for Mpwapwa District (Dodoma Region)
"On media, he recommended the following:
- written materials
- radio"

68. Mpwapa Secretary School (Headmaster) (Dodoma Region)
".....recommended cassettes, written materials."

".....was not sure about radio because
- day cells are not always available, especially in the rural areas.
- reception is poor in upcountry regions.
- the timing may not be suitable for most of the students."

"Cassettes are ideal because they can be recorded and sent to the students individually or in groups."

69. Mwenge Secondary School (Headmaster + staff) (Singida Region)
"Communication (from Dar Es Salaam) is easy"

"On media, they recommend: radio (1st), audio cassettes and audio cassette recorders (if they will be available)."

".....recommend radio as a priority because it is available and many people can afford to buy radios."

"The problem of communication systems will influence the study time."

"The programmes should not depend only on written materials in imparting knowledge to the students; the radio programmes and face to face tuition must also support the written materials."

70. Folk Development College, Msingi (Principal + staff) (Singida Region)
"The programme would be more successful if there was TV in the country."

"The problem will be library services because the country does not yet have strong library services in the regions."

".....the Govt should build more booster radio stations especially in remote regions where RTD/RTZ can hardly be heard."

71. Hon Mussa S K Nkhangaa, MP (Singida Urban) (Singida Region)
".....regretted that the reception in upcountry areas is not good from RTD/RTZ. He also said that dry cells are not always available. Students will have to rely on written lessons for their studies."

".....postal services are very poor....."

72. Party Secretary (Singida Region)
"Radio is the best supporting media that can be used easily."

"The best time to listen was in the evenings."

"For those in Dar Es Salaam and Zanzibar, TV & video cassettes can be used."

"In upcountry regions, radio will be the possible means of supporting the written lessons."

"Video cassettes should not be overlooked, because some people are now buying video sets. An arrangement would be made in the future for students to meet at certain centres where they can use video cassettes and study together as a group."

Appendix 8

Extract from "Educational Media - Their Role in Development - a Report by an Anglo-Tanzanian Study Team, 1979"

The University of Dar-es-Salaam represents the only viable centre for this activity. Hence a Correspondence Institute (Extension Department) should be set up within the University as any other Institute, ie through a Board. The University staff will provide the teaching input with a small coordinating and clerical staff to man the unit.

The teaching package will be correspondence material supported by a small amount of radio, assignments and one week's face-to-face teaching. The degree subjects will be a limited number and students will conform to the normal University examination procedure. Studying will be lock-step, all students studying particular courses within a specified time period and sitting examinations at definite intervals. The numbers of students will be carefully controlled to keep the workload on University staff within acceptable limits. It is envisaged that in the first few years each course will have approximated 200 students with a total student population in the Correspondence Institute of 1000.

It is important for the University to control this operation for three reasons: it will provide the subject expertise to write and tutor the courses; it can control the quality of the courses and assessment; it can lend credibility to the degree obtained in a way no other institution could. The proposed Correspondence Institute could be responsible to Senate for its academic programmes in much the same way as the Institute for Development Studies.

Appendix 9

Communication in Tanzania - a Report compiled by the Open University Planning Committee

Communication is one among many ways and means through which the Open University can get in touch with its clientele. With the Open University there is an inevitable assumption that many and even most of the students are located in far and various distant places both in urban and rural areas. Now in order to get in touch with all these and in order to be able to scatter effectively various reading materials and information to students in their respective areas, we have to use different means of communication systems so as to be efficient enough.

In Tanzania the already existing means of communication that could enable us to meet the needs connected with the Open University include: post services, telecommunication system, road, railway, shipping, airline and newspaper services.

Posts and Telecommunication:

It is beyond all doubts that the delivery method to be applied by the Open University in Tanzania would to a large extend depend on the service provided by the post and telecommunication systems. Naturally, these systems will initiate proper and probably reliable means of communication between the sources of information and the recipients by transmitting reading material consignments and information as there are various method used by which effective communication can take place.

Service rendered by the postal office include transmission of information or messages by means of postcards, letters, aerogrammes, box holders, circulars, printed papers, newspapers, small packets, literature for the blind and parcels. On the other hand, the telecommunication services coordinate information transmission by means of radio telephone, diotelegram and telegraph. Through the above given wide range devices provided by corporation, reading materials and verbal information can be scattered all over the vast country of Tanzania.

Posts and Telecommunication Services Network has extended its services from the headquarters to the regions and district headquarters as well as to some priority minor settlements in the rural areas where there are mainly sub-post offices.

So far the Corporation has already established about 800 post offices which provide both postal and telecommunication services (there are only few a cases at such post offices where there are no telephone exchange lines). Out of these (800 post offices), about 200 post offices are directly controlled and run by the mother corporation. These include headquarters' main post offices as well as a few in the semi-urban areas. The rest are run by agencies.

Up to 1987 the use of telephones had expanded to the capacity of 60,000 direct line connections and about 70,800 exchange lines within the country. On the other hand, however, the postal services department of the Corporation bears mutual relation with other various transportation networks for ferrying most of its clientele's consignments. Mainly, the Corporation depends on the air and surface transport services which include the railway, airline and shipping services. On its own, the Corporation has few vehicles that ferry only a limited amount of consignments to different destinations. On the whole when the consignments have been delivered to the terminals, the respective students can easily either collect their due consignments or gather information that concerns them.

If the Tanzania Open University were to take off now, the Corporation, however, could play a big role in the communication network between the head office, supporting officers in the

regions and district headquarters and finally the clientele. According to the Corporation's given structure and existing facilities, the provision of post and telecommunication services to the masses might be effective and far reaching. But, in order to make this quite a success, some points below need to be put into consideration.

Firstly, the choice of the type of method to be applied in communication as related to resultant costs would depend on the purpose, urgency, quality and nature of the information. For example, the telex may normally be used for post office and telecommunication administrative purposes between centres; parcels, printed matter, literature for the blind and other types of mails may be sent by post offices either by surface or airmail as well as post cards and letters; and ordinary aerogrammes should normally be sent as airmails. However, from time to time, the resultant costs for communication increase gradually. Such a phenomenon is influenced by the varying postal tariffs which normally are determined by the inflation and the actual prevailing price index.

Secondly, since the postal offices lack adequate official transport to convey mails between dispatch and receiving offices, there is an inborn dependence on public and private transport. Similarly, the public and private transport sector has lack of adequate and reliable transport too. As a result, there are frequent cancellation of aircrafts, goods and passenger trains, bus services and similar transport services along some routes and there is lack of specific schedules. The end result then is envisaged in inevitable delays in sending off and delivering of postal consignments. Thence it is ever difficult to determine exactly of when a mail can be delivered to point 'B' after dispatching it at point 'A'. In some instances, taking all factors to be constant and equal (which often isn't the case) some observations on the quality of mail circulation in Tanzania have been made by considering the 'speed of mail delivery between Regional Headquarters Post Offices' during the last 13 days of December 1988 and the results are illustrated - see Sub-Appendices A & B.

In the chart, it is revealed that time set for delivering mails for both air and surface mails is not compatible with the actual time taken. There is a high frequency of delays on the whole and the variation between every individual observation is considerably big; meaning that delays are the order of the day. It is only in few cases where delivery is accomplished in within the target time.

The third point for consideration is that the Corporation cannot influence on the efficiency and accuracy of delivery after dispatching the mails to transporters. Generally there is lack of control of mail movement whilst in the hands of the transporters and in particular where transshipment is involved. The actual reason for lack of control is that the corporation has no official representative staff or office to be charged with the monitoring of mail movement. Furthermore, some of the public and private transporters have a tendency of being unwilling to convey mail in favour of commercial goods from businessmen. Thence, the Corporation faces a number of constraints which hinder the monitoring system for mail movement, follow-ups, check-up and delays, losses, theft and even violations that prevail within sectors outside the Corporation.

On the whole, despite the shortcomings confronted by the Corporation, the Corporation could be quite a useful sector to support firmly the Tanzania Open University Programme as the Corporation is mainly the responsible tool for controlling the telecommunication system and it is the key point for communication both ways: oral and by ferrying tangible materials to the extent of covering almost all far corners of the country. In that respect therefore, the corporation does its best as to improve on the standards of the services it is entrusted to render in the following ways.

despite the overdependency it has over other sectors in communication particularly by transport and transportation, the sector designed a system of using the Express Mail Services (EMS) in order to ensure at least some guarantee in time for delivering and security for

consignments it handles;

it also cooperates with a foreign company, the DHL Tanzania Ltd, for provisions of 'Courier Services'. Formerly such services operated between Dar es Salaam and the outside word, but now the 'courier services' have locally extended to Arusha, Moshi and Zanzibar. In the system there is a guarantee of time for delivery of mail;

in 'cash dispatches', the amount of Money Orders to be sent has been raised to the value of 1,000/- per a single order;

the Corporation has embarked on the installation plans for the TV system after a controversial argument that the TV's are a 'luxury' vis a vis being a factor of development. The act of introducing the use of TV's will be an effective supplementary means of communications, envisaged in a national zeal to catch up with late technological advances in telecommunication;

the Corporation is putting up much efforts to increase its efficiency in doing immediate repairs of its systems which go out of order;

in the new underway 5-Year Development Plan it is planning to expand telephone exchanges which link major towns and expand telephone lines to penetrate further to several up coming major settlements as well as to increase microwave links and install earth satellite system; and

the Corporation is due to initiate and increasing mutual understanding between itself and the interrelated authorities such as the Foreign Exchange Bank, NASACO, THA, ATC, and RTC in order to ensure maximum and effective intersectoral linkages.

Roads:

Communication by road in Tanzania has been an outstanding major means of communication since long. One can reach any part of the country by the existing road network. The road network includes trunk roads, local and main roads, tracks and minor roads, feeder roads, footpaths etc. Most of trunk roads are allweather roads especially the Great Northers road that runs from Tunduma to Arusha. Other major roads include the Dar es Salaam - Tunduma/Dodoma/Mwanza/Musoma/Bukoba and DSM - Mtwara/Moshi/Arusha and Tanga, to mention only a few.

A good portion of the land is interconnected with road networks both indirectly and directly. Some trunk roads are termed and permanent. Yet other roads during rainy seasons are impassable; as a result the vast land of Tanzania, may during such incidents experience road communication barrier resulting in transport and transportation problems.

On occasions, transport and transportation can be utilized for the Open University though the National Transport Services are overwhelmed by the Private proprietors.

Railways and Harbours (Shipping):

The Railways and Harbours transport systems in Tanzania had been established quite early in advance since colonial times. Today, the systems are under control of the Tanzania Railways Corporation to control the railway lines and the Tanzania Harbours Corporation for controlling the harbours shipping networks.

The services have been providing us with relatively easy and cheap means for transport and transportation in general.

The railways and Harbours operate consistently except when are unavoidable circumstances

such as technical defects, derailment, shortage of engines, compartments and spare parts. Today's existing railway lines connect Dar es Salaam with the mainland towns of Kigoma, Mwanza, Arusha, Moshi, Tanga, Mpanda and Kidatu.

On the other hand, the Tanzania Railways Corporation extends its services by usage of buses and marine vehicles. Roads can reach any part of the country by existing road network. Mainly the National Bus Services (KAMATA) and the Railway Bus Services connect Dar Es Salaam with the Southern Parts to Songea, Mboya, Kyela, Itungi Port and Sumbawanga. Other parts of the far reaching roads are served by other bus companies, mainly private companies.

Marine vehicles do connect all main towns along the three Lakes: Victoria, Tanganyika and Nyasa including main islands and along navigable rivers which do not have cabarets and rocks.

In order to ensure that there is effective efficiency in the services it provides, the Railways and Harbours Corporation operates four passenger and cargo trains along the central line to Mwanza and Kigoma and back every week; also it makes three similar trips to Moshi and Tanga in one week too. On the Lakes there are even several to and fro steamer services per week between main towns on lakes Victoria, Tanganyika and Nyasa. Also there are operative trips done along the Indian Ocean coastal trip from the northern ports of Tangal, Wete, and downwards to the south, Mtwara via the old Tanzania capital city, Dar Es Salaam. Along the rivers too, there are many more trips scheduled locally.

In general, the Railways and Harbours Services network is far reaching from the coast to upcountry areas. By using transport and transportation services as provided by the corporation could be effective to the Open University activities. Arrangements for any emergency and care are acceptable.

Air Tanzania:

The Air Tanzania Corporation is the national carrier which caters for internal air services. According to a one week flight schedule there are several internal flights to different parts of the country. Currently, Air Tanzania operates scheduled services to the following twenty two (22) domestic network destinations per week:

Kilimanjaro	Lindi	Songea
Bukoba	Mafia	Sumbawanga
Dodoma	Musoma	Tabora
Dar Es Salaam	Mwanza	Tanga
Iringa	Nachingwea	Zanzibar
Kigoma	Pemba	*Mbeya
Kilimanjaro	Shinyanga	*Masasi
Kilwa		

*Flights have been suspended.

Besides the daily schedule the Air Tanzania Corporation has provisions for charter planes too. These cater for any emergency which may occur. The question of the Open University is apt to depend on services provided by the Air Tanzania Corporation in regards to the University's requirements for quicker transport and transportation. From time to time the University might need to send off students counsellors to the regional and district centres and would also require to ferry by air consignments for those students whenever there are immediate necessities. In that case, therefore, prior negotiations are necessary. The corporation is willing and ready to act immediately whenever possible provided the need for is vivid and negotiated upon with the corporation management before hand.

The Corporation on special arrangements can ferry the Open University consignments and others in forms of Postal Bags as cargo, Diplomatic Bag and as Parcels by individual institutions (such as the Open University). The commended forms for dispatching such consignments, however, are the two former ones. Then the need for the Open University to open up respective centres and sub-centres for delivering the consignments in necessary. These (centres), can after delivery take responsibility for distribution of the consignments to respective individual clientele. Sending by Diplomatic Bags would be even more suitable as care and assurance for delivery is guaranteed to as far as respect airline terminals are concerned.

On the other hand, addressing the consignment to the individual clientele would be rather expensive in relation to group/bulky consignments. That is, the more the load the less the expense for ferrying.

A guarantee for delivery can as well be sought by sending the consignments through the post office system, the Express Mail System (EMS). Other than that, the post office can jointly assures guarantee delivery by use of the DHL system which is run by a private International Company - the DHL - system has similar effects to the EMS system used by the post office, but, this (the DHL), is more reliable than the EMS.

Newspapers:

a) National Newspapers

The newspapers, magazines and periodicals are additional mass media devices that affect dissemination of information. Some of the major mass media devices are owned by Government and Ruling Party Institutions. The rest are owned by Non-Government Organizations and individual private institutions.

The Government produces four different papers in English: the Daily News, Sunday News, Sports Scene and Weekend Magazine; while the Party Press publishes the daily paper 'Uhuru' and a Sunday paper 'Mzalendo' which appear in Swahili. There are also regional denominational publications produced at various intervals and many others from private volunteers etc. The series of all these publications are meant to provide the public with news, information, entertainment etc of all these papers, the question of the Open University could be taken care of by the 'Weekend Magazine is a new found publication which started to circulate in a couple of months. This sort of paper is designed in such a way as to be an informative newspaper rather than be like other papers which normally are news newspapers peruse. The paper (the Weekend Magazine), CAN be a useful instrument for the Open University purposes; since it carries as much of informative contents as could comply with the need of the Open University functions.

On official agreement, after due negotiations, the Daily News and other operating newspaper institutions CAN be mobilized too in order to do the same for the Open University.

In regards to printing reading materials for the Open University arrangements can be made with authorities at different printing press units including KIUTA for the party newspapers and Printpak for the National newspapers; also other printing press units administered by private and individual organization can be consulted for the same purposes. Experience had revealed that the KIUTA and the Printpak do produce printed papers as scheduled. Once in a while delays might occur only for a four hours.

b) Zonal/Rural Newspapers

Besides the national newspaper, there are too rural newspapers which are prepared by the Adult Education Department of the Ministry of Education. These cater for provision of

supplementary materials for the new literates. With other literacy supplementary materials for the new literates. With other literacy supporting programmes, such as the rural libraries, the radio and film education, the rural newspapers are for sustaining literacy skills which the new literates have acquired. So far the Department has already established eight Rural Newspaper Centres in the following zones:

Name of Zone	Regional Newspaper Office
1. Lake Zone	Mwanza
2. Northern Zone	Moshi
3. Eastern Zone	Morogoro
4. Southern Zone	Songea
5. Central Zone	Dodoma
6. Western Zone	Tabora and the
7. Islands Zone	Zanzibar

Only three out of the eight zones already have been installed with printing facilities in their Regional Newspaper Centre and can print their respective local newspapers. These (facilities) are in Mwanza, Tabora and Mbeya centre. The installation of such printing facilities will soon be completed for the Songea Centre too. The rest of the centres do their printing at the already facilitated three rural Zonal newspapers, the government and mission press and at the commercial printers. In so doing there is no reliability in timed production.

However, despite the dose extension of the work of Zonal Rural Newspapers to the villages, the task, basically meant for their establishment, is still too big to cope with the demand for rural newspapers for the ever increasing newly literate population. Therefore, the functions of the Open University to scatter information and dissemination through the Zonal Rural Newspapers CANNOT be possible. What could be done is that the centres might be assisted in the typing of the manuscripts and other reading materials for the Open University requirements only.

In case and as it would be obvious for the Open University to have much of its writings to be printed, it would be inevitably necessary to establish its own printing press of no matter the scale.

Points to Note

1. There is a common agreement that through prior negotiations the Open University will get all round support from institutions that will get involved in the Open University Communication networks.

2. The Open University consignments will get priority for ferrying them to the clientele when need is explained. The Express Mail Service and the DHL - system can be applied ie 'courier services'.

3. The best ways of dispatching consignments are by 'Postal Bag' and 'Diplomatic Bag'.

4. Charges might not be a constraint as they are negotiable and in most cases they might favour the Open University.

Sub-Appendix A

Airmail Services in Tanzania
Inter-Regional Air-Mail Circulation 1988

Time Target
Actual

	Arusha	Bukoba	D'Salaam	Dodoma	Iringa	Kigoma	Lindi	Mbeya	Morogoro	Moshi	Musoma	Mwanza	Mywara	Songea	Shinyang	Tabora	Tanga	Zanzibar
Arusha	0	3	2	3	3	3	3	3	2	1	3	2	3	3	3	3	3	3
	0	**8**	**3**	**5**	**6**	**8**	**6**	**6**	**5**	**1**	**8**	**5**	**8**	**7**	**8**	**8**	**6**	**4**
Bukoba	3	0	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	3
	8	**0**	**6**	**7**	**7**	**8**	**9**	**7**	**7**	**8**	**4**	**1**	**10**	**10**	**4**	**6**	**7**	**7**
D'Salaam	2	3	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1
	3	**6**	**0**	**2**	**3**	**3**	**2**	**2**	**2**	**3**	**4**	**3**	**3**	**2**	**5**	**4**	**3**	**2**
Dodoma	3	3	2	0	3	1	3	3	2	3	3	3	3	3	3	1	3	3
	5	**7**	**2**	**0**	**4**	**1**	**3**	**3**	**2**	**6**	**6**	**6**	**7**	**7**	**8**	**2**	**6**	**5**
Iringa	3	3	2	3	0	3	3	2	2	3	3	3	3	3	3	3	3	3
	6	**7**	**3**	**4**	**0**	**3**	**7**	**2**	**2**	**6**	**7**	**6**	**7**	**3**	**8**	**7**	**6**	**8**
Kigoma	3	3	2	1	3	0	3	3	2	3	3	3	3	3	3	2	3	3
	8	**8**	**3**	**1**	**3**	**0**	**6**	**3**	**7**	**8**	**9**	**8**	**11**	**9**	**9**	**2**	**6**	**8**
Lindi	3	3	2	3	3	3	0	0	2	3	3	3	3	3	3	3	3	3
	6	**9**	**2**	**2**	**7**	**6**	**0**	**7**	**7**	**7**	**8**	**6**	**8**	**7**	**8**	**7**	**7**	**6**
Mbeya	3	3	2	3	2	3	3	0	2	3	3	3	3	3	3	3	3	3
	6	**7**	**2**	**3**	**2**	**3**	**7**	**0**	**6**	**6**	**7**	**6**	**7**	**7**	**8**	**7**	**6**	**5**
Morogoro	2	3	2	2	2	2	2	2	0	2	3	3	3	3	3	3	3	3
	5	**7**	**2**	**2**	**2**	**7**	**7**	**6**	**0**	**5**	**6**	**5**	**6**	**5**	**7**	**5**	**4**	**5**
Moshi	1	3	2	3	3	3	3	3	2	0	3	2	3	3	3	3	3	3
	1	**8**	**3**	**6**	**6**	**8**	**7**	**6**	**5**	**0**	**8**	**5**	**6**	**7**	**8**	**8**	**6**	**4**
Musoma	3	3	2	3	3	3	3	3	3	3	0	1	3	3	2	3	3	3
	8	**4**	**4**	**6**	**7**	**9**	**8**	**7**	**6**	**8**	**0**	**1**	**7**	**7**	**4**	**4**	**7**	**7**
Mwanza	2	1	3	3	3	3	3	3	3	2	1	0	3	3	1	3	3	3
	5	**1**	**3**	**6**	**6**	**8**	**6**	**6**	**5**	**5**	**1**	**0**	**8**	**7**	**1**	**3**	**7**	**7**
Mtwara	3	3	2	3	3	3	3	3	3	3	3	3	0	3	3	3	3	3
	8	**10**	**3**	**7**	**7**	**11**	**8**	**7**	**6**	**6**	**7**	**8**	**0**	**8**	**9**	**9**	**7**	**8**
Songea	3	3	2	3	3	3	3	3	3	3	3	3	3	0	3	3	3	3
	7	**10**	**2**	**7**	**3**	**9**	**7**	**7**	**5**	**7**	**7**	**7**	**8**	**0**	**11**	**8**	**8**	**6**
Shinyanga	3	3	2	3	3	3	3	3	3	3	2	1	3	3	0	1	3	3
	8	**4**	**5**	**8**	**8**	**9**	**9**	**9**	**7**	**8**	**4**	**1**	**9**	**11**	**0**	**2**	**8**	**8**
Tabora	3	3	2	1	3	2	3	3	3	3	3	3	3	3	1	0	3	3
	8	**6**	**4**	**2**	**7**	**2**	**7**	**7**	**5**	**8**	**4**	**3**	**9**	**8**	**2**	**0**	**7**	**7**
Tanga	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	0	2
	6	**7**	**3**	**6**	**6**	**6**	**7**	**6**	**4**	**6**	**7**	**7**	**7**	**8**	**8**	**7**	**0**	**4**
Zanzibar	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	2	0
	4	**7**	**2**	**5**	**8**	**8**	**6**	**5**	**5**	**4**	**7**	**7**	**8**	**6**	**8**	**7**	**4**	**0**

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Sub-Appendix B

Surface Mail Services in Tanzania
Inter-Regional Surface Mail Circulation 1988

Time Target
Actual

	Arusha	Bukoba	D'Salaam	Dodoma	Iringa	Kigoma	Lindi	Mbeya	Morogoro	Moshi	Musoma	Mwanza	Mywara	Songea	Shinyang	Tabora	Tanga	Zanzibar
Arusha	0	10	3	6	5	7	6	5	4	1	10	7	6	6	6	6	3	5
	0	**18**	**6**	**11**	**12**	**17**	**19**	**12**	**7**	**1**	**19**	**16**	**20**	**12**	**14**	**14**	**3**	**15**
Bukoba	10	0	7	5	6	6	10	6	7	10	4	2	10	10	4	4	10	10
	18	**0**	**13**	**8**	**15**	**13**	**20**	**15**	**13**	**16**	**4**	**2**	**19**	**19**	**5**	**6**	**16**	**19**
D'Salaam	3	7	0	2	2	4	3	2	1	3	7	4	3	3	3	3	3	2
	6	**13**	**0**	**2**	**4**	**5**	**3**	**2**	**2**	**6**	**12**	**6**	**6**	**5**	**6**	**6**	**3**	**3**
Dodoma	6	5	2	0	3	2	5	3	2	5	5	3	5	5	2	2	5	4
	11	**8**	**2**	**0**	**3**	**6**	**7**	**4**	**2**	**8**	**7**	**4**	**8**	**8**	**3**	**2**	**5**	**6**
Iringa	5	6	2	3	0	7	5	2	2	5	10	7	5	5	6	5	5	4
	12	**15**	**4**	**3**	**0**	**11**	**7**	**2**	**2**	**11**	**17**	**11**	**7**	**8**	**10**	**10**	**6**	**8**
Kigoma	7	6	4	2	7	0	7	7	4	7	7	4	7	7	4	2	7	7
	17	**13**	**5**	**6**	**11**	**0**	**10**	**7**	**4**	**16**	**10**	**7**	**13**	**10**	**6**	**2**	**9**	**10**
Lindi	6	10	3	5	5	7	0	5	3	6	10	7	1	6	7	7	6	5
	19	**20**	**3**	**7**	**7**	**10**	**0**	**7**	**7**	**8**	**16**	**9**	**2**	**11**	**8**	**8**	**8**	**7**
Mbeya	5	6	2	3	2	7	5	0	2	5	9	6	5	5	6	5	5	5
	12	**15**	**2**	**4**	**2**	**7**	**7**	**0**	**6**	**10**	**17**	**11**	**10**	**11**	**10**	**8**	**6**	**7**
Morogoro	4	7	1	2	2	4	3	2	0	4	6	3	5	5	2	2	4	3
	7	**13**	**2**	**2**	**2**	**4**	**7**	**6**	**0**	**6**	**12**	**6**	**10**	**9**	**5**	**4**	**4**	**6**
Moshi	1	10	3	5	5	7	6	5	4	0	10	7	6	6	6	6	3	5
	1	**16**	**6**	**8**	**11**	**16**	**8**	**10**	**6**	**0**	**19**	**16**	**18**	**12**	**14**	**13**	**3**	**13**
Musoma	10	4	7	5	10	7	10	9	6	10	0	1	10	10	3	4	10	9
	19	**4**	**12**	**7**	**17**	**10**	**16**	**17**	**12**	**19**	**0**	**2**	**18**	**16**	**4**	**5**	**18**	**17**
Mwanza	7	2	4	3	7	4	7	6	3	7	1	0	7	7	2	2	6	6
	16	**2**	**6**	**4**	**11**	**7**	**9**	**11**	**9**	**16**	**2**	**0**	**13**	**10**	**2**	**2**	**15**	**13**
Mtwara	6	10	3	6	5	7	1	5	4	6	10	7	0	6	7	7	6	5
	20	**19**	**6**	**8**	**7**	**13**	**2**	**10**	**10**	**18**	**18**	**13**	**0**	**12**	**13**	**12**	**10**	**10**
Songea	6	10	3	5	5	7	6	5	5	6	10	7	6	0	7	7	6	5
	12	**19**	**5**	**8**	**8**	**10**	**11**	**11**	**9**	**12**	**16**	**10**	**12**	**0**	**10**	**9**	**9**	**9**
Shinyanga	6	4	3	2	6	4	7	6	2	6	3	2	7	7	0	1	6	6
	14	**5**	**6**	**3**	**10**	**6**	**8**	**10**	**5**	**14**	**4**	**2**	**13**	**10**	**0**	**2**	**12**	**13**
Tabora	6	4	3	2	5	2	7	5	2	6	4	2	7	7	1	0	6	6
	14	**6**	**6**	**2**	**10**	**2**	**8**	**8**	**4**	**13**	**5**	**2**	**12**	**9**	**2**	**0**	**12**	**12**
Tanga	3	10	3	5	5	7	6	5	4	3	10	6	6	6	6	6	0	5
	3	**16**	**3**	**5**	**6**	**9**	**8**	**6**	**4**	**3**	**18**	**15**	**10**	**9**	**12**	**12**	**0**	**7**
Zanzibar	5	10	2	4	4	7	5	5	3	5	9	6	5	5	6	6	5	0
	15	**19**	**3**	**6**	**8**	**10**	**7**	**7**	**6**	**13**	**17**	**13**	**10**	**9**	**13**	**12**	**7**	**0**

Appendix 10

List of Courses Available Through the National Corrsepondence Institution, Dar Es Salaam

Number	Title	Cost in Shillings	No. of Mailings
1.	Sayansi Kimu Utangulizi	100.00	14
2.	Elimu ya Siasa Utangulizi	100.00	20
3.	English Introductory	100.00	10
4.	Utunzaji wa Daftari za Hesabu	200.00	14
5.	Kilimo cha Maharage	100.00	7
6.	Kilimo Utangulizi	100.00	15
7.	Man in Organization	300.00	7
8.	Production Management	300.00	12
9.	Siasa Hatua ya Kwanza	200.00	19
10.	Siasa Hatua ya Pili	300.00	20
11.	Siasa Hatua ya Tatu	450.00	16
12.	English Stage One	200.00	20
13.	English Stage Two	300.00	18
14.	Kiswahili Hatua ya Kwanza	200.00	20
15.	Kiswahili Hatua ya Pili	300.00	18
16.	Kiswahili Hatua ya Tatu	450.00	32
17.	History Stage One	200.00	20
18.	History Stage Two	300.00	20
19.	History Stage Three	450.00	26
20.	Geography Stage One	200.00	18
21.	Geography Stage Two	300.00	19
22.	Geography Stage Three	450.00	30
23.	Mathematics Stage One	200.00	25
24.	Book-keeping and Elements of Auditing	450.00	23
25.	Labour Law	450.00	14

Note: US$1 = Tanz100shillings (approx)

Appendix 12

Some Preliminary Costings for Media Equipment Items

The costs given here are very approximate only, and are based on 1989 ex-factory prices. Taxes, import duties and freight are not included. Items of furniture are omitted, as are all costs associated with the actual installation, electrical and other wiring, air conditioning, etc. All figures are in US$.

1.	**The Type A Study Centre**		
	Cassette tape player	250	
	Loudspeaking telephone	550	
			800
2.	**The Type B Study Centre**		
	Cassette tape player	250	
	Loudspeaking telephone	550	
	2 x small video monitors	1200	
	large video monitor	650	
	3 x VHS video players	750	
	facsimile machine	900	
	PC plus modem	2200	
	photocopier	1500	
	switching system	100	
			8100
3.	**Graphic Design Equipment**		
	4 x desk top publishing systems	28,000	
	5 x tracing tables	5500	
	enlargement/reduction photocopier	3850	
	35mm cameras + accessories	3500	
	photographic flash equipment	500	
			33,650
4.	**Printing Equipment**		
	3 x offset printing machines	75,000	
	platemaker	2800	
	wire stitching unit	2200	
	perfect binder	2300	
	paper guillotine	36,000	
			118,300
5.	**Audio Equipment**		
	4 x cassette recorders	2000	
	audio mixer	5150	
	turntable	2000	
	3 x microphones	2100	
	2 x amplifiers + speakers	1000	
	bulk eraser	3850	
	cassette duplication system	26000	
			42,100

6.	**Video Equipment**		
	2 x video camera systems	35,000	
	vision switcher	4500	
	TV lights	3500	
	2 x hi-band VCR's + editing controller	90,000	
	2 x lo-band VCR's	4100	
	10 x VHS recorders	8500	
	colour monitors	5000	
	audio mixer	2500	
	title generator	14,500	
	amplifiers, etc	15,000	
			182,600
7.	**General Resources Area**		
	4 x PC's + printers and software	9000	
	teleconferencing setup	12,000	
	other equipment as per Type B study centre	5250	
			26,250